DOCUMENT RESUME

ED 364 445 SO 023 263

AUTHOR Kallner, Pam; And Others
TITLE Perspectives on the World: International Education Instructional Units.
INSTITUTION Bexley City School District, OH.
PUB DATE 92
NOTE 113p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

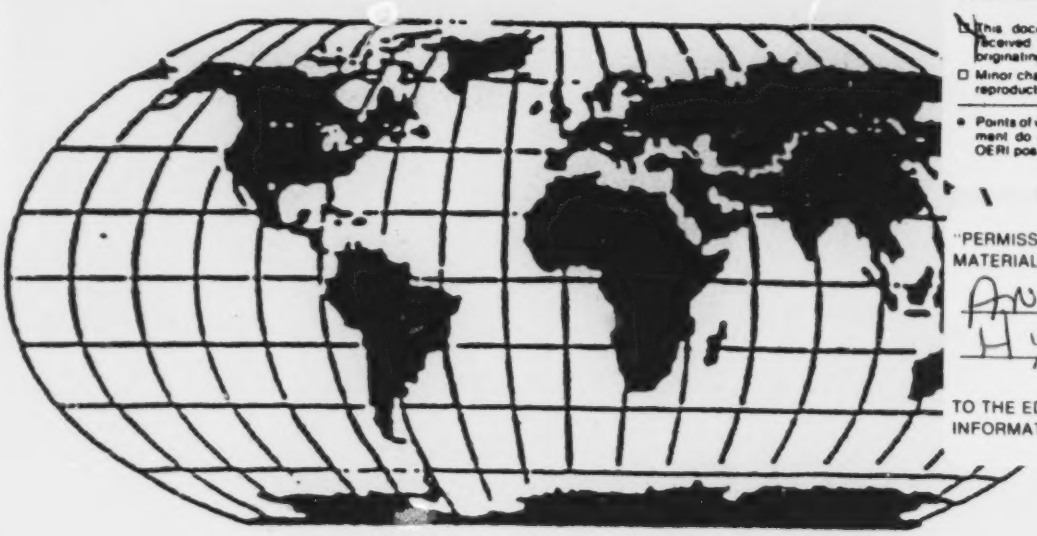
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Citizenship Education; Elementary Secondary Education; Foreign Countries; *Instructional Materials; *International Education; Lesson Plans; Social Studies; *Teacher Developed Materials; Units of Study
IDENTIFIERS *Bexley City Schools OH

ABSTRACT

This publication is a compilation of lessons and unit plans developed by teachers of the Bexley, Ohio City School District through an international education program. Sample lesson plans include: "Giant Pandas from China" (Grade 1); "Haiku Writing" (Grade 4); and "Treasures--Ancient Civilizations of Ohio" (Grade 7). Unit plans include: Civil Rights (Grades 1 and 2); Native Americans (Grades 2 and 3); Individual Differences (Grade 2); The Oral Tradition (Grades 1 and 3); Plants (Grades 1-5); Games (Grades 2-6); Stereotyping (Grades 4-6); Prejudice (Grades 4-5); Cultural Interaction (Grade 6); Discrimination (Grades 7-8); and Stereotyping in Literature (Grade 9-12). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 445



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ANNE M. HYLAND

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

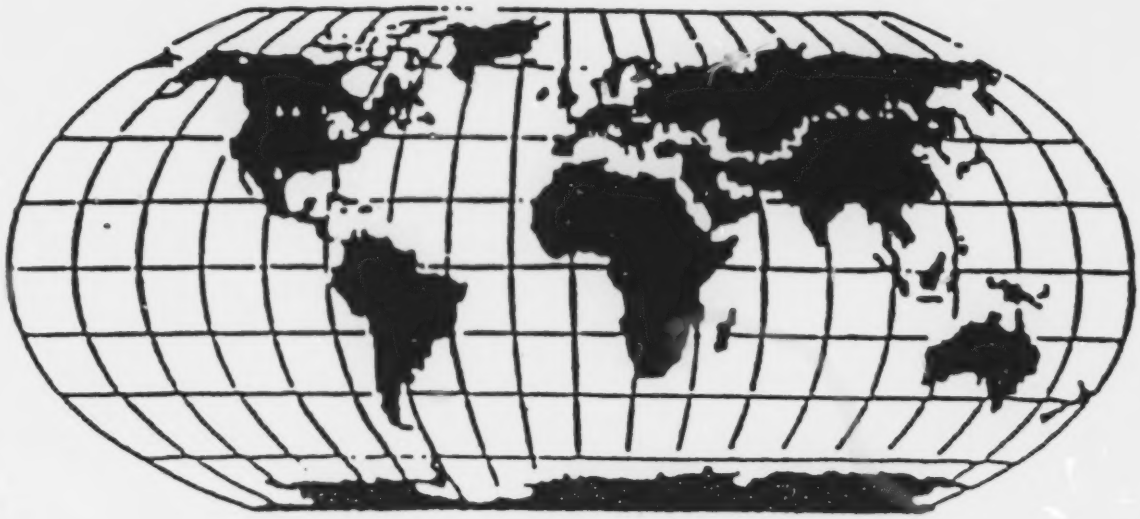
PERSPECTIVES ON THE WORLD: INTERNATIONAL EDUCATION INSTRUCTIONAL UNITS

Pam Kallner, International Education Coordinator

Bexley City School District
348 S. Cassingham Road
Bexley, OH 43209
(614) 231-7611

SO 023 243

BEST COPY AVAILABLE



PERSPECTIVES ON THE WORLD: INTERNATIONAL EDUCATION INSTRUCTIONAL UNITS

REXLEY CITY SCHOOL DISTRICT
BOARD OF EDUCATION

Melinda Blakie
Ilene Comeras
Barbara Giller
Fred Meister
Eugene Weiss

Dr. Anne Hyland
Director of Curriculum and Instruction
Pam Kallner, International Education Coordinator

Fall 1992

PERSPECTIVES ON THE WORLD:
International Education
Instruction Units

The International Education Program began from a Community Facilities Task Force Committee in March 1990. Within their report to the Board of Education, they recommended that "during the next four years the district establish programs which will bring distinction to the Bexley Schools such as an International Studies Program throughout the curriculum."

The following mission statement was later developed by an International Studies Steering Committee, which was made up of school staff representing every building within the district.

Mission Statement

> **The International Education Program of the Bexley City School District recognizes that its primary responsibility is to prepare students to be effective, caring citizens in the global community of today and tomorrow. Through internationally-focused and interdisciplinary-based experiences, students will acquire the knowledge, develop the skills, and internalize the attitudes necessary to respond appropriately to local, national and global events. This global perspective will enable students to recognize and appreciate the pluralistic heritage of the United States, the similarities and differences of other cultures, and the multiple interconnections and interdependence of the global community.**

The Bexley International Perspective Model was developed during the 1991-92 school year. The model can be used to focus teacher instructional planning on important aspects of International Education.

Summer Institutes on International Education have been conducted during the summers of 1991 and 1992 and have been partially funded by the Bexley Education Fund.

In order to ensure long term carry over of the program and to give it depth teacher retraining was focused upon in the following two areas:

1. **To develop in teachers an intellectual understanding of the need for and characteristics of an international education; and**
2. **To develop and use effective international instructional units which are fused with existing curriculum content and which reflect an interdisciplinary approach.**

This publication is a compilation of lessons and unit plans that were developed by teachers participating in the International Education project during the 1991-92 school year and by teachers participating in the 1992 Summer Institute. Their enthusiastic efforts are appreciated. All of the lessons and unit plans are based on the Bexley International Perspective Model.

International Education Participants - 1991-1992

Middle School

Barb Romanczuk	Second Language
Linda Douglas	Librarian
Marge Galloway	Gifted Students
Joyce Schiff	English

High School

Isobel Young	Second Language
Mary Hockenbery	English
Joan Miller	Librarian

Maryland

Jeannine Hetzler	Fourth Grade
Jean Lehman	Sixth Grade
Sandy Hammond	Librarian
Karen Collins	Second Grade
Bill Bowman	Sixth Grade

Montrose

Becky Liefeld	Art K-6
Carole Ennis	Sixth Grade
Erin Tully	Librarian
Sharel Morrow	Fourth Grade
Dean Hoover	Fifth Grade

Cassingham

Mary Ann Claydon	First Grade
Nadine Ross	Fourth Grade
Cheryl Agranoff	Third Grade
Tom King	Gifted Grades 4-5
Suzy Le[illegible]e	Fourth Grade

Pamela Kallner — **International Education Coordinator**

1992 International Education Summer Institute Participants

Cheryl Agranoff	Second/Third Grade Combination
Thomas King	Gifted Grades 4-5
Peg Antle	Sixth Grade Language Arts
Susan Winer	Sixth Grade Health/Science
Suzy Levine	Fourth Grade
Linnea Blanchard	First or Second Grade
Jeannine Hetzler	Fourth Grade
Karen Collins	Second Grade
Mindy Hall	Second/Third Combination
Edna Kuder	First Grade
Marilyn Branstitter	Third Grade
Diana Gordon	First Grade
Margie Harris	Second Grade
Penny Miller	Second Grade
Cheri Gerhold	Physical Education K-6
Pam Kallner	Gifted Sixth Grade/ International Coordinator
Marge Galloway	Gifted Grades 7-8
Nancy Rapport	Middle School English
Joan Greenberg	Middle School Learning Center/Reading
Molly Hoey	9-12 English
Sara Pfaff	High School English
Denise Novak	High School English/Psychology
Isobel Young	High School French/Russian
Linda Lentz	English Second Language K-12
Missy McCarthy	Physical Education K-6
Anne Hyland	Director of Curriculum/Instruction

BEXLEY INTERNATIONAL PERSPECTIVE MODEL

INSTRUCTIONAL COMPONENTS

Knowledge

I. Geography - Impact of geography on all of the following content:

II. Human Values/Cultures
- A. Universal
- B. Diverse
- C. Language

III. Global Systems
- A. Economic
- B. Political
- C. Ecological
- D. Technological
- E. Social

IV. Global Issues/Problems
- A. Peace/Security
- B. Development
- C. Environment
- D. Human Rights

V. Global History
- A. Contact/Borrowing Among Cultures
- B. Origins/Development of Cultures and Values
- C. Evolution of Global Systems
- D. Historical Antecedents to Problems and Issues

Adapted from Willard Kniep

Attitudes

Perspectives
Open-Mindedness
Persistance
Tolerance for Ambiguity
Flexibility
Awareness
Diversity
Cooperation
Appreciation
Respect

Skills

Questioning
Problem-Solving
Concept Formation
Inferring
Evaluation
Analogic Thinking
Sequencing
Logical Thinking vs. Emotional
Brainstorming
Identifying Similarities/ Differences
Predicting
Identifying Cause/Effect
Observation
Senses
Metacognition
Information Gathering
Communicating
Classifying
Graphing
Recording Data
Making Assumptions
Formulating Models
Hypothesizing
Controlling Variables
Experimenting
Analyzing
Interpreting Data
Making Connections
Evaluating
Synthesizing
Generalizing

UNIT PLANNING CHART

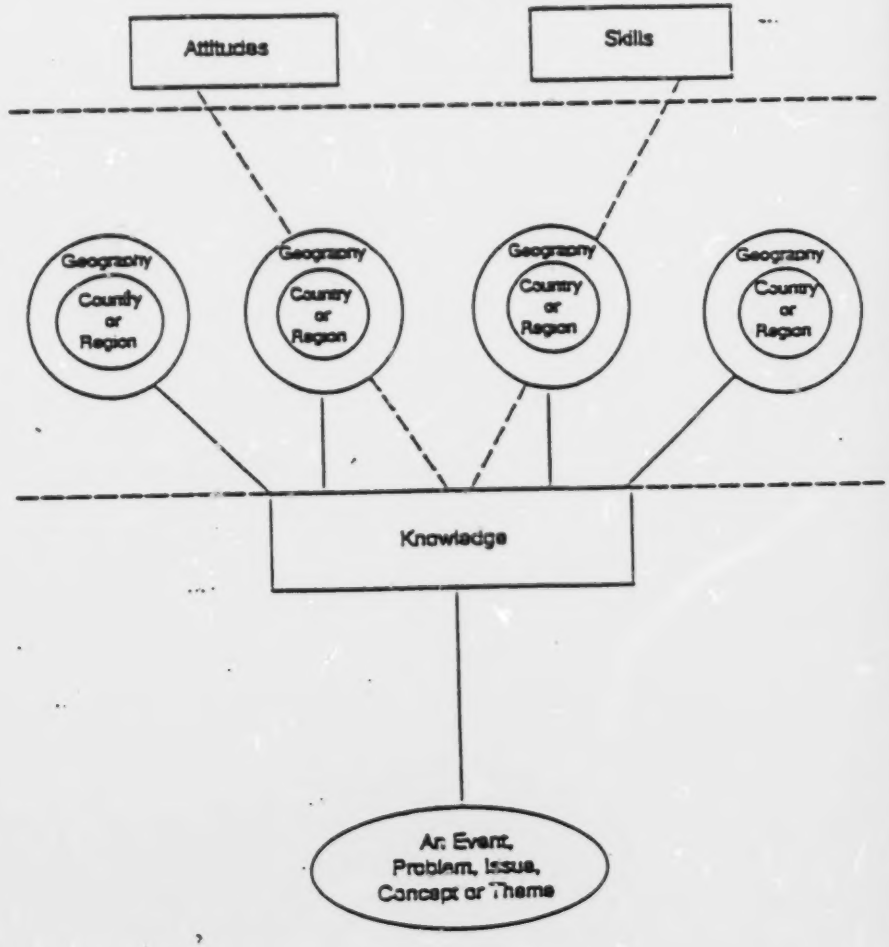


TABLE OF CONTENTS

Individual Lesson Plans

Giant Pandas from China - Grade 1 1

The Russian in the Attic - Grade 3 3

Stereotypes - Grade 3 4

Use of Abacus - Grade 4 5

Current Events-The Atlas - Grade 4 6

Entering the Latin American Zone - Grade 4 7

Haiku Writing - Grade 4 15

Earth Flag and Earth Pledge - Grade 6 16

Circa 1492 - Grade 6 18

Treasures-Ancient Civilizations of Ohio - Grade 7 21

United Nations of Latin America - Grade 7 22

The True Story of the Discovery of America - Grade 8 23

Unit Plans

TABLE OF CONTENTS 25

Civil Rights - Grades 1 and 2 27

Martin Luther King, Jr. 28
Abraham Lincoln 30
Individual Awareness 31

Native Americans - Grades 2 and 3 32

Current Events 33
The Invasion 34
Native American Stereotypes and Realities 35

Individual Differences - Grade 2 36

Disabilities 37
Delightful Differences 38
Gender 40

The Oral Tradition - Grades 1 and 3
Story Telling Legends: African, Native American, Appalachian 41-47

Plants - Grades 1-5 48

Introduction to Plants 49
Food Plants 51
Flowering Plants 52
Herbs and Spices 53
Big Darby Park 54

Games - Grades 2-6 55

Europe 56
Americas 59
Australia 62
Asia and Pacific Islands 65
Africa 68

Stereotyping - Grades 4-6 70

Star Wars 71
Bowling for Recognition 72

Prejudice - Grades 4-5 74

Native Americans 75
Evacuation of Japanese Americans 76
Term Limits 77
Beginnings of Man and Earth: Myths and Legends - Grades 3-6 78

Cultural Interactions - Grade 6 88

Appearances 89
Diversities 90
Four Different Cultures 91

Discrimination - Grades 7-8 92

Advertising 93
New Immigrants 94
Prejudice in the Third Grade 95

Stereotyping in Literature - Grades 9-12 96

Aux Champs 97
Lord of the Flies 98
Other Peoples Misfortunes 99
The Pearl 100

INDIVIDUAL LESSON PLANS

TABLE OF CONTENTS

Individual Lesson Plans

Giant Pandas from China - Grade 1 1

The Russian in the Attic - Grade 3 3

Stereotypes - Grade 3 4

Use of Abacus - Grade 4 5

Current Events-The Atlas - Grade 4 6

Entering the Latin American Zone - Grade 4 7

Haiku Writing - Grade 4 15

Earth Flag and Earth Pledge - Grade 6 16

Circa 1492 - Grade 6 18

Treasures-Ancient Civilizations of Ohio - Grade 7 21

United Nations of Latin America - Grade 7 22

The True Story of the Discovery of America - Grade 8 23

BEXLEY INTERNATIONAL PERSPECTIVE MODEL

GIANT PANDAS FROM CHINA AT THE COLUMBUS ZOO

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems:	Awareness	Questioning
Ecological	Perspective	Problem-Solving
Global Issues/		Evaluation
Problems:		Observation, senses
Environment		Information Gathering
Animal Rights		Communicating
Global History:		Making Assumptions
Contact/Borrowing		Inferring
Among Cultures		

RELATED CURRICULUM AREAS:

Science
Geography
Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

-To locate point of origin for Giant Pandas on a globe/a map
-To locate information on each country's map
-To learn what Giant Pandas eat
-To learn other facts about them--while we visit the zoo
-To learn why Giant Pandas are difficult to keep in captivity

GRADE LEVEL 1 **TIME** Several sessions at 25-30 minutes each
Zoo Trip - all day

MATERIALS

Trip "tickets" and "Visas"
Paper, crayons, scissors
Maps of China and United States
Bamboo: picture; flute made from bamboo
Zoo trip

PROCEDURES

Tell children we're going on a special trip to China.

Prepare a Visa and have children fill it in; discuss what a visa does.

Locate China and United States on a world map; note and compare sizes of these two countries. Color in each country and locate each country's capital city and oceans that touch each country.

Discuss where we might find the Giant Pandas at the Columbus Zoo.

List questions to which we would like to find out answers regarding pandas.

Visit the zoo.

After the field trip we will list our answers to the questions. Note that we will answer why pandas are part of the raccoon family. And, we'll decide why pandas are difficult to keep in zoos. We will also list other information we learned about Giant Pandas at the Columbus Zoo.

EVALUATION/STUDENT RESPONSE(S)

Are children able to locate China and the United States on a globe and on a flat map?

Can they find capital cities, oceans by these countries, and locate jungles in China?

Can children tell to which animal family Giant Pandas belong and the Giant Panda's cousins?

Can children tell the Giant Panda's food?

How are the Giant Panda's throats adapted to eat splintery bamboo?

The children can decide why raising Giant Pandas in a zoo environment is difficult?

THE RUSSIAN IN THE ATTIC

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: -Social -Political Global Issues: -Human Rights Global History: -Contact Borrowing AMong Culutues	Open-Mindedness Respect Appreciation Awarness Cooperation	Brainstorming Identifying Similarities/ Differences Predicting

RELATED CURRICULUM AREA(S)

Language Arts - reading - elements of a story
Social Studies - Government Structures and Modern Ohio

OBJECTIVE/CRITICAL ATTRIBUTES

Students will listen to and enjoy **The Russian In the Attic** by Marcey Goulder Forman.

Students will identify things that surprise Mikhail about life in Ohio

GRADE LEVEL 3 **TIME** 20 minutes a day for about 3-4 weeks

MATERIALS

A copy of the book
Chart paper
Markers
Students
Place to read

PROCEDURES

Each day set aside 20 minutes or so to read a chapter or two in the **Russian in the Attic**. As you read each chapter, ask students to listen for things that surprise Mikhail about life in Ohio. After you read keep a running list of these items on chart paper. I used different color markers each time. I put the paper on a bulletin board. The students brought in items about the Commonwealth of Independent States from the newspaper. We put these articles on the bulletin board on the brainstormed list of surprises.

Discuss keeping an open-mind regarding other cultures and developing respect for others' differences

STEREOTYPES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Social	Open-Mindedness	Questioning
Global Issues: Human Rights	Awareness	Making Connections
	Diversity	Interpreting Data
	Appreciation	Generalizing
		Identifying Similarities/Differences

RELATED CURRICULUM AREA(S)

Language Arts - reading - elements of a story
Science - woodland - animals

OBJECTIVE/CRITICAL ATTRIBUTES

Students will discuss stereotypes and give examples of stereotypes for wolves

GRADE LEVEL 3 **TIME** About 40 minutes

MATERIALS

Books: **Woodland Animals, The True Story of the Three Little Pigs**

PROCEDURES

Write the word stereotype on the chalkboard. Ask students what it means

Read the section on wolves in the **True Book of Woodland Animals**

Talk about how this book portrays wolves

Discuss other images of wolves in other stories

Define stereotypes using wolf as an example

How are stereotypes used in real life? Discuss example

USE OF ABACUS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global History Origins/Development of cultures & Values Math Social Studies	Awareness Appreciation	Problem Solving Sequencing Identifying Information Gathering Recording Data Interpreting Data Making Connections

RELATED CURRICULUM AREA(S)

Math Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

-Learn number system - base 10 adding and subtracting
-Become aware of cultural contributions
-Become skillful in borrowing and carrying when adding/subtracting
-Research
-Develop understanding of need to borrow and carry
-Discuss contributions of other cultures
-Develop appreciation for these contributions

GRADE LEVEL 4 **TIME** 1 hour, 45 minutes

MATERIALS

Shoe boxes, yarn, beads, math sheets/books, research materials

PROCEDURES

Request that the students research origin of abacus

Have students record new vocabulary on butcher paper

Have students construct an abacus by threading yarn and beads through shoe box

Have a few students teach the others how to compute using the abacus

Provide students with opportunities to practice computing using abacus

Students should check each other for accuracy

CURRENT EVENTS - USE OF ATLAS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Issues /Problems	Awareness Diversity Appreciation	Generalizing Interpreting Data Analyzing Identifying Similarities/Differences Observation Information Gathering Hypothesizing Making Connections

RELATED CURRICULUM AREA(S)

Social Studies - U. S. - World
Reading Charts

OBJECTIVE/CRITICAL ATTRIBUTES

-Use an atlas accurately
-Increase awareness of current events - locally, nationally, internationally
-Broaden students' vocabulary

GRADE LEVEL 4 **TIME** 1 hour, 45 minutes

MATERIALS

Atlas - 1 for every 1-2 students
Newspaper articles
Butcher paper to list new vocabulary
U. S. / World Map

PROCEDURES

Opening - name city and state

Students locate by using atlas

Discuss news article

List new vocabulary words on butcher paper

Locate place on map - display article on map

Use vocabulary words as spelling supplement

Make connections between current event and geographic location

ENTERING THE LATIN AMERICAN ZONE: KNOWLEDGE ASSESSMENT

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/ Cultures	Awareness Diversity	Information Gathering Questioning Classifying

RELATED CURRICULUM AREA(S)

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will keep individual grade logs and monitor their own progress throughout the unit
-Students will recognize the Latin American region on a world map and outline it with chalk

GRADE LEVEL _____ **TIME** _____

MATERIALS

Blackboard and chalk
Large World Map
Paper and pencil

PROCEDURES

Present students with Pre-Unit-Questions

Explain the questions will be used to determine how the unit will begin (not a "pressure situation")

Read anonymous answers aloud and compare with correct responses (listed on blackboard)

Pre-Unit Questions:

What languages are spoken in Latin America?
List all the countries you know of in Latin America.
What geographic areas or continents make up the region of LA?
List any information you would like to share about LA.

Latin America: Cultural region composed of Mexico, Central America, and South America

Central America: Geographic region with boundaries of Mexico and Columbia

South America: Continent extending from Panama to Antarctica.

Spanish, Portuguese, and English are the major (economic and political) language of Latin America

ENTERING THE LATIN AMERICAN ZONE: INTRODUCTION TO L.A. ZONE

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Cultures	Open-Mindedness Diversity Appreciation	Similarities/Differences Information Gathering

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will compare and contrast sample Latin American currency and United States currency.
-Students will discuss and recall basic currency valuation issues

GRADE LEVEL _____ **TIME** _____

MATERIALS

Photographs of region
Travel mementoes and money from the region
World Map
Original questions

PROCEDURES

Discuss teacher's personal and academic experiences in various Latin American zones

Allow students the opportunity to handle photographs, mementos, and money from the region

Discuss various travel opportunities and reasons for travel

Discuss basics of differing money exchange

All basic currency units are not "worth" or valued on the same level

Currency values are tied to international trade and finance

International travel bridges huge geographic and cultural gaps and aids understanding between people

Invite students to find Latin American items in their homes (bananas form Costa Rica or jewelry made in Mexico, etc. . .) and share lists during next meeting

Students will find at least two news items related to Latin America and be prepared to discuss them in class or answer basic questions regarding the items.

ENTERING THE LATIN AMERICAN ZONE: MAP-IN-A-MINUTE

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Geography	Awareness	Information Gathering Observation Questioning

RELATED CURRICULUM AREA(S)

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will recognize the latin American region on a world map by outlining it with pencil on individual maps
-Students will list and correctly spell all Latin American countries from list given to the class
-Students will create and label correctly a map of Latin American geopolitical boundaries - first with the group - then individually

GRADE LEVEL _____ **TIME** _____

MATERIALS

Blackboard and chalk
Pencil and paper
World Map
Map from Social Studies book
Newsprint and marker

PROCEDURES

Assist students in "breaking-down" Latin America into two basic geometric shapes (cone and triangle)

Draw basic shapes on blackboard and divide into "geopolitical sections" to develop class map

Stress the importance of the exercise is to gain an understanding of what countries are in L.A. and how they related to each other. Perfection is not the key!

The region of Latin America is composed of the geopolitical areas of Mexico, Central America, and South America

Latin America is composed of 21 countries - see attached list and Map-in-a-Minute sample for placement

ENTERING THE LATIN AMERICAN ZONE: LATIN AMERICAN REALITIES - A VIEW THROUGH LITERATURE

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/ Cultures	Perspectives Open-Mindedness Diversity Awareness	Synthesizing Inferring Making Connections

RELATED CURRICULUM AREA(S)

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will read and verbally summarize an American doctor's journal entry discussing realities in treating a rural Central American village
-Students will participate in discussion of various news items found by classmates
-Students will read aloud and arrive at a "translation" of a Nicaraguan folk song through consensus

GRADE LEVEL _____ **TIME** _____

MATERIALS

30 copies of each reading
Pencil and paper
World Map
New State of the World Map

PROCEDURES

Present two readings and describe settings

Assist with oral reading of items

Facilitate discussion aiming toward synthesizing current information with previous discussions

Discuss news items found by students

Realities in a sample Latin American rural village are very different in some aspects from life in the rural village of these students

Latin American folk songs are illustrative of the region's history - as are U. S. folk songs (illustrated through reading lyrics) and comparing to folk song examples from student examples

ENTERING THE LATIN AMERICAN ZONE: HABLANDO ESPANOL/SPEAKING SPANISH

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Cultures: Language	Awareness	Communicating Information Gathering

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will master through verbalization, a given Spanish language conversation
-Students will recall the three major languages utilized in Latin America
-Students will learn and sing independently a simple Mexican folk song

GRADE LEVEL 4 **TIME** _____

MATERIALS

Blackboard and chalk
Pencil and paper
Spanish/English Dictionary
Spanish Language Request Lists

PROCEDURES

Collect and translate student requests

Speak bilingually throughout lesson

Set lesson tone with"airport situation"

Introduce basic words and phrases to build simple conversation

Physically demonstrate words and phrases

Spanish, Portuguese, and English are the major languages utilized in Latin America

See attached Spanish Language Lesson sheet and "La Bamba" lyric sheet

Practice words, phrases, and conversation

Given lyric sheet to read for next meeting - Spanish/English lyrics so students could attempt to read Spanish

Listen carefully to oral repetition by students

ENTERING THE LATIN AMERICAN ZONE: THE "CULTURE" OF CELEBRATION

INSTRUCTIONAL COMPONENT

Knowledge Attitudes Skills

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will organize, create, and evaluate their own Latin American fiesta
-Students will recall "La Bamba" and participate in a group sing-a-long
-Students will utilize outside class resources to enhance class activities

GRADE LEVEL 4 **TIME** _____

MATERIALS

Resources as determined by committees
Pinata materials
Fiesta photographs
Pinata Instructions
Food contributions
Music selections
Decoration materials
Tape player and record player
Lyric sheet

PROCEDURES

One week prior to actual fiesta date, assist students to organize committees and committee tasks

Facilitate committees as needed

Provide students with culture specific resources and facilitate discussion of custom origin and significance

Cooperative organizational, and planning skills will be enhanced and evaluated by the students.

Introduction to Latin American celebration - music, foods, traditions (pinata), and dance

Pre-Fiesta assignment was for committees to organize (with instructor assistance an "authentic" L.A. fiesta. Committee selection is open to students, basic tasks of committees assigned by instructor

Draw your own Latin American Map-in-a-Minute. Use a separate sheet of paper, label as many countries as you can

What are the major languages spoken in Latin America?

What geographic areas compose Latin American?

List at least four new things you know about Latin America.

HAIKU WRITING

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/Cultures	Perspectives	Brainstorming
Global Issues: Environment	Awareness	Similarities - Differences
	Appreciation	Observations - Senses
	Respect	

RELATED CURRICULUM AREA(S)

Language Expression
Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

Increase awareness of nature
Appreciate Japan's cultural contribution to literature
Use editing skills
Follow Haiku format and style of writing
Understanding of syllables

GRADE LEVEL 4 TIME _____

MATERIALS

Knowledge of Haiku format
Haiku poem examples
Examples of nature (bumble bee in jar, sprig of flowers)
Butcher paper to record brainstorming examples
Haiku filmstrip
Water colors

PROCEDURES

Read Haikus aloud; ask for similarities, i.e., nature; 3 lines; nah-rhyming
Show some aspect of nature in classroom (bee in jar - release bee out window)
Invite students to write about bee

Brainstorm words form list
Have students watch filmstrip
Use computers to write/edit poems

Use water colors to create 3-panel light picture of Haiku
Display on bulletin board
Describe the contribution of this culture to literature
Discuss perspective of cultural group

EARTH FLAG AND EARTH PLEDGE

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Ecological/Social	Appreciation	Brainstorming
Global Issues:	Awareness	Predicting
Peace	Perspective	Interpreting
Development	Cooperation	Problem-Solving
Environment		Observation

RELATED CURRICULUM AREA(S)

Social Studies - Geography
Earth Sciences - Art
Written Expression
Cooperative Learning Skills

OBJECTIVE/CRITICAL ATTRIBUTES

-To increase awareness of environmental needs for our planet
-To connect the destruction of our past uses of the natural resources to your current dwindling supplies
-To project commitment for future use of resources

GRADE LEVEL 6 TIME 3 Days

MATERIALS

References, materials, resources used in a previous lesson on misuses of natural resources
Construction paper
Web for brainstorming ideas
Art materials for flags

PROCEDURES

Discuss Pledge of Allegiance to United States flag

List problems that we know exist on the planet

Discuss possible solutions:
recycling, using food chain wisely for human and animal consumption, finding alternative fuels and power sources, ways to protect what is left, ways to replenish

Discuss reasons for pledging allegiance beyond our country

In small groups: choose to write as a pledge what is needed for future commitment to earth saving. Writing needs to be concise and meaningful and required, in some cases, several edits and rewrites

Design a flag that represents the ideals of the pledge

Make a poster showing flags and pledges for our Earth Day Project

Evaluate the project by answering questions on a point system basis

Example:

Did I express the idea that was my main focus? Circle one.

Low (Scale) High

1 2 3 4 5

Does my flag represent the Earth and its needs?

Low (Scale) High

1 2 3 4 5

CIRCA 1492
What Was Going On In the World Around 1492
How Did These Events Affect Our Modern World?

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Cultures: Diverse	Perspective	Questioning
Global Systems	Flexibility	Problem Solving
Global Issues	Awareness	Concept Formation
Global History	Diversity	Inferring
	Cooperation	Evaluation
	Appreciation	Sequencing
		Brainstorming
		Same/Differences
		Cause/Effect
		Classifying
		Graphing
		Making Connections
		Written Expression

RELATED CURRICULUM AREA(S)

Music	Health
Math	Reading
Art	Geography
Science	History

OBJECTIVE/CRITICAL ATTRIBUTES

-Students will become aware of the global connections that happened around 1492
-Students will work in cooperative groups to develop questions that analyze the components of the old and new world cultures
-Students will develop critical attitudes about historical events and look at those events from different perspectives
-Students will develop a project to show their knowledge of the topics they choose

GRADE LEVEL 6 **TIME** 4-6 Weeks

MATERIALS

Maps	Globes	Charts
Books	Encyclopedias	Magazines
Periodicals	Videos	Art Supplies
Field Trips	Music	Computer Programs
Fencing	Human Resources	

PROCEDURES

Introduction of project - lessons covering approximately 2 weeks

Assigned groups of 5 students each
Background information explaining what topic meant
Outlining of project components (research, written materials, product)

Choosing a topic

Each group chooses 3 topics of interest and put them in order of preference
Teachers choose from the 3 listed topics to get a broad variety of topics and then meet with each group to decide how to formulate a topic question

Researching - approximately 12 weeks

Parent volunteers take individual groups to the Columbus Main Library to research materials. This step is valuable as many students have never been there and do not know about its many facilities

Books and magazines are read in group meetings and in some cases the available information causes the topic to be changed, expanded, narrowed, or combined

Notes are taken and bibliographies were compiled. Eventually these are placed into folders and submitted upon project completion. One or two people in each group become a recorder and several put all of their group notes on computer disc.

Information to be illustrated on projects are written, edited, and printed out to appear as captions or explanation of graphs, pictures, and/or models.

Students keep an individual daily log and a weekly group log in order to maintain a record of problems, solutions, feelings, and goals to achieve.

Project Construction - approximately 2 weeks

Groups brainstormed to decide effective ways of making the research information visual, simple and appealing. This phase takes much cooperative planning. Negotiations have to be ongoing, and compromises reached so that construction of the projects can proceed. Most groups divide the construction into individual

Construction criteria

Use as many recyclable materials as possible
Be inventive and creative in designing a product that has eye appeal
Cooperate as much as possible to get the job done on schedule

Actual construction requires large blocks of work time and includes use of art classes, art teacher, and art supplies. This is scheduled originally to be one week, however, it may take two! At this phase the interpersonal relationships reached a new level of intensity.

Arguments and frustrations may erupt and the groups have to figure out ways to solve the problems involved. The teacher's role is to mediate (if asked) and make suggestions for resolutions. Teacher also help attain materials and maintain on-task work time. Many students need encouragement and incentives to "stay with it."

Display and Presentation of Project

Projects are finished in time for the Spring musical, and displayed before and after the performance.

Each group presents their project to the class. They describe their process of construction, tell what they have learned, and share their problems and solutions.

Related Activities

The spring musical, "Hello, Columbus!" was chosen to coincide with Circa 1492. This required after school rehearsals, one Saturday rehearsal, and painting scenery during the time that the projects were under construction

A field trip to see the Santa Maria and a picnic lunch by the river.

A field trip to review the Seeds of Change exhibit and to tour the International Areas at Ameriflora.

"TREASURES"

ANCIENT CIVILIZATIONS OF OHIO (NATIVE AMERICANS)

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Cultures	Perspective Awareness of Diversity	Noting Similarities/ and Differences Forming Concepts Analyzing

RELATED CURRICULUM AREA(S)

Ohio
Ancient Civilizations

OBJECTIVE/CRITICAL ATTRIBUTES

To develop concept of primary sources

To develop concept of culture universals

GRADE LEVEL 7 **TIME** 90 minutes (2 class periods

MATERIALS

Each child brings in three "junk" items from home

PROCEDURES

"Junk" items become treasures from an ancient civilization. Working in randomly formed groups of 3 or 4, they pool their "treasures" and describe the hypothetical culture that left these treasures.

Culmination: Review the process of learning from primary sources.

List culture universals.

Each group shares artifacts representing two or three culture universals.

UNITED NATIONS OF LATIN AMERICA (UNLA)

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Issues: Peace/Security	Flexibility Cooperation Appreciation	Problem-Solving Brainstorming Communicating

RELATED CURRICULUM AREA(S)

World Cultures
Latin America

OBJECTIVE/CRITICAL ATTRIBUTES

To develop problem-solving skills
To develop knowledge of cultures of Latin America
To develop skills of communication

GRADE LEVEL 7 **TIME** 2-3 weeks (42 mins/day

MATERIALS

Textbook on Latin America
Almanacs, encyclopedia, reference books on Latin America
Library cost in Latin America

PROCEDURES

Working in pairs, students investigate one nation of Latin America

They then create (identities) roles for themselves as delegates

Each pair writes one resolution to be presented to the UNLA for discussion/debate/approval

Officers are elected. UNLA opens with a ceremony

All resolutions are debated and voted upon. Review of vote. Closing ceremony.

THE TRUE STORY OF THE DISCOVERY OF AMERICAN

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global History: Contact Among Cultures	Awareness Respect Perspective	Analogic Thinking Evaluating

RELATED CURRICULUM AREA(S)

United States History
Age of Discovery

OBJECTIVE/CRITICAL ATTRIBUTES

To develop perspective on a given situation
To develop awareness of contradictory points of view
To develop respect for diverse cultures

GRADE LEVEL 8 **TIME** 90 minutes (2 class periods

MATERIALS

Textbook version of Columbus' discovery of America
Other sources telling of Columbus' discovery of America

PROCEDURES

Re-tell story of Columbus' discovery of America

List all various groups connected with the discovery, e.g., Native Americans, Jews in Spain

In small groups, tell story of the discovery from their points of view.

Develop into skits, written stories or illustrations

UNIT
LESSON PLANS

TABLE OF CONTENTS

Unit Plans

Civil Rights - Grades 1 and 2 27

Martin Luther King, Jr. 28
Abraham Lincoln 30
Individual Awareness 31

Native Americans - Grades 2 and 3 32

Current Events 33
The Invasion 34
Native American Stereotypes and Realities 35

Individual Differences - Grade 2 36

Disabilities 37
Delightful Differences 38
Gender 40

The Oral Tradition - Grades 1 and 3
Story Telling Legends: African, Native American, Appalachian 41-47

Plants - Grades 1-5 48

Introduction to Plants 49
Food Plants 51
Flowering Plants 52
Herbs and Spices 53
Big Darby Park 54

Games - Grades 2-6 55

Europe 56
Americas 59
Australia 62
Asia and Pacific Islands 65
Africa 68

Stereotyping - Grades 4-6 70

Star Wars 71
Bowling for Recognition 72

Prejudice - Grades 4-5 74

Native Americans 75
Evacuation of Japanese Americans 76
Term Limits 77

Beginnings of Man and Earth: Myths and Legends - Grades 3-6 78

Cultural Interactions - Grade 6 88

Appearances 89
Diversities 90
Four Different Cultures 91

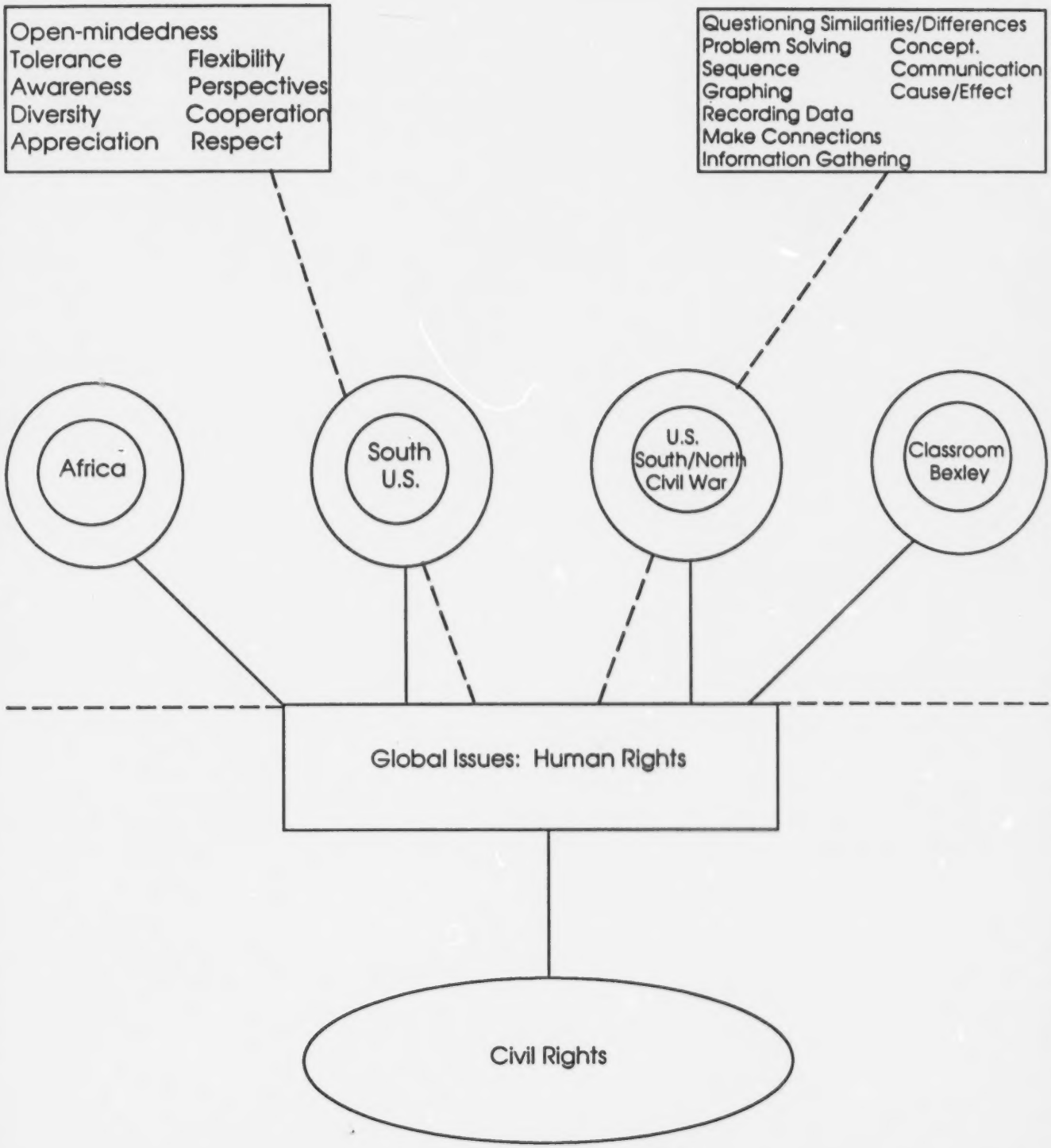
Discrimination - Grades 7-8 92

Advertising 93
New Immigrants 94
Prejudice in the Third Grade 95

Stereotyping in Literature - Grades 9-12 96

Aux Champs 97
Lord of the Flies 98
Other Peoples Misfortunes 99
The Pearl 100

UNIT PLANNING CHART



MARTIN LUTHER KING - CIVIL RIGHTS LEADER

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Rights	Persistence Awareness Respect	Questioning Listening Identifying Similarities Differences

RELATED CURRICULUM AREA(S)

Holidays (1)
Self (1) (2)
Famous Americans (2)

OBJECTIVE/CRITICAL ATTRIBUTES

Children will be introduced to the impact of Martin Luther King on American life; the need for the civil rights changes; the reason we honor his birthday

GRADE LEVEL 1 TIME February-1 hour

MATERIALS

Music	Pictures of Martin Luther King
Chairs	Filmstrip
Paper collars	Poster board
Map	Drinking cups/pitchers
Slates	Pencils
Books	

PROCEDURES

Read book or show video on Martin Luther King

Show map of United States to identify location of unfair practices

Discuss and role-play suggested topics of unfairness - transportation (bus) schools, restaurants, restrooms, etc.

Activities: Divide class into two groups with collars with white/black

Role Plays:

Set chairs up like bus - driver directs blacks to back

School - one side has desks, books, paper, pencil, other side has slates, sits on floor

Restaurant - black collar couple not allowed to come in

Drinking fountains labeled white-colored

Restrooms labeled

Discussion:

How do you think black collars feel? Do you think this was fair? How are things changed today? Are there still problems? Discuss perspective of each group.

Activity:

Each child illustrates what he/she learned about M. L. King from today's activities. Teacher writes their thoughts / explanations of their illustration

Display on board with previous work from this unit on black history

ABRAHAM LINCOLN'S IMPACT

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Rights	Perspectives	Concept Formation
	Open-Mindedness	Sequencing
	Diversity	Similarities/Differences
	Awareness	Communicating
		Making Connections
		Identifying Cause/Effect

RELATED CURRICULUM AREA(S)

Holidays
Self-Awareness

OBJECTIVE/CRITICAL ATTRIBUTES

The students will be introduced to Abraham Lincoln, his background history and important role of freeing the slaves

GRADE LEVEL 1 TIME 30-45 minutes

MATERIALS

Map of the United States
Picture of Abraham Lincoln
Literature that can be read aloud and discussed about Abraham Lincoln
Du'Laire or D'Laire Video

PROCEDURES

On the previous day - show D'Laire video on Abe Lincoln

Show a large map of the United States. Talk about how the states were divided north/south during Abe Lincoln's presidency. Why?

South needed slaves for cotton plantation
North - futures, slaves not necessary

Discuss perspective of both regions - perspective of slaves

Using the D'Laire Book on Abe Lincoln - discuss pictures and sequences of Lincoln's life that influenced his views on slavery.

Make a time line of those events.

Lincoln's childhood - - Emancipation Proclamation

INDIVIDUAL AWARENESS
(Toward end of unit on M. L. King Discrimination)

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Issues: Human Rights	Awareness Respect Acceptance	Questioning Problem Solving Brainstorming Making Connections Sorting and Classifying

RELATED CURRICULUM AREA(S)

Health
Individual Awareness

OBJECTIVE/CRITICAL ATTRIBUTES

The students will be exposed to the differences and similarities of the students in our classroom

GRADE LEVEL 1 **TIME** 30-45 minutes

MATERIALS

Space for students to move around and "sort" themselves

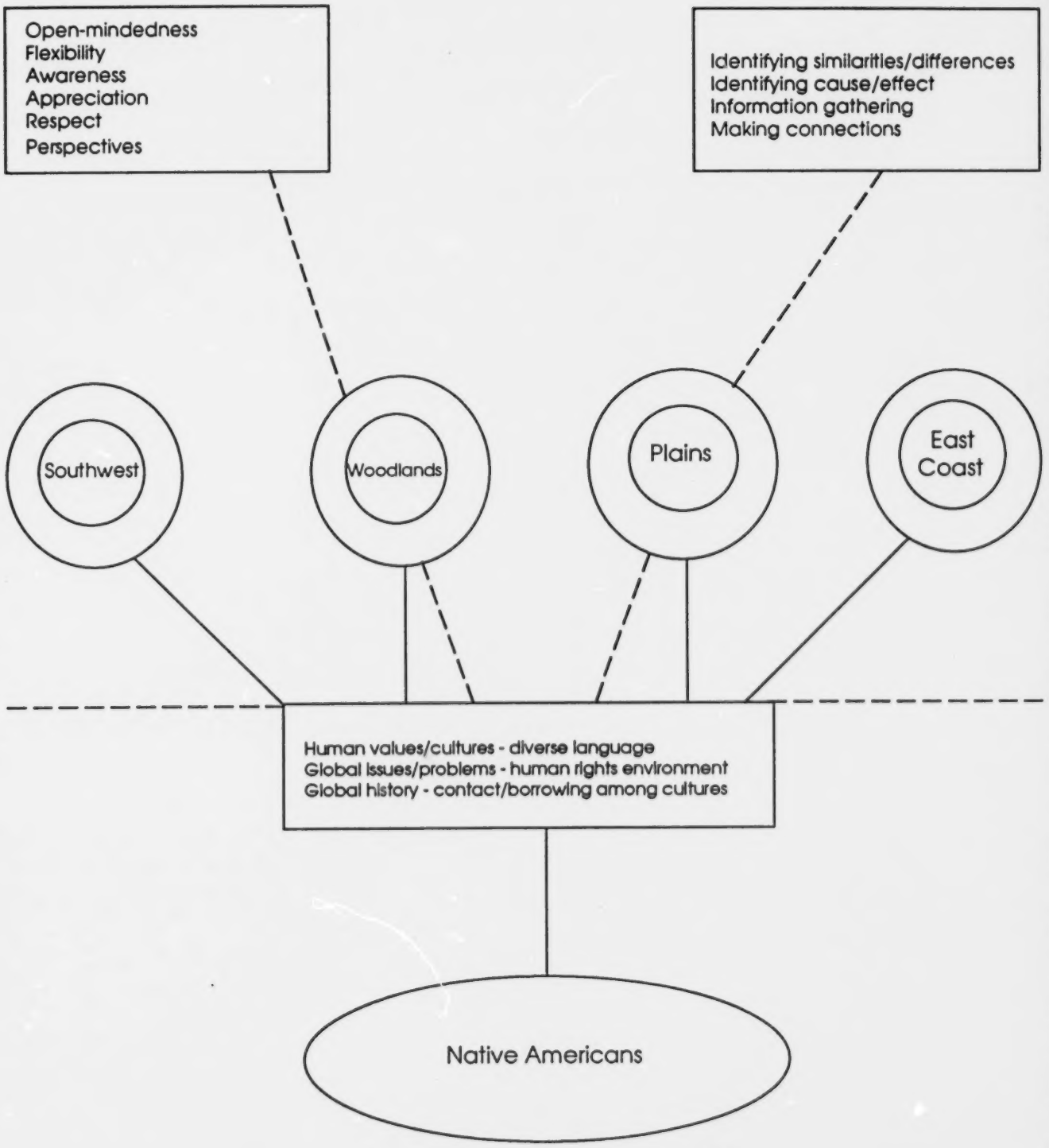
PROCEDURES

Questioning "People sorting"
Predicting Sorting/Classifying

Have the class suggest ways to sort and classify the students in the classroom (hair color, eyes, size, gender, etc.)

Discuss what they discovered - try to lead the discussion, through questioning, to look at our classroom. Do we stereotype? Do we discriminate against some students based on a physical attribute? or gender? etc., etc. How do we feel about this? Do we need to change? If so, in what way? How can we begin to bring about this change?

UNIT PLANNING CHART



CURRENT EVENTS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Contact/Borrowing Among Cultures	Open-Mindedness	Identifying Similarities /Differences
Diverse - Human Values/Cultures	Awareness	Communicating
	Respect	Making Connections

RELATED CURRICULUM AREA(S)

- Language Arts - writing and speaking
- Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

Children will look for newspaper articles about Native Americans and identify any stereotypes

GRADE LEVEL 2/3 or 3 **TIME** 15-20 minutes each day

MATERIALS

"The Columbus Dispatch"
Bulletin Board

PROCEDURES

Each morning during our opening, we discuss current events. During this year we will look for articles about different groups of people.

We will look for articles about Native Americans. We will read and talk about each one. If there are stereotypes, we will talk about how the Native Americans are portrayed.

We'll hang each article on the bulletin board and leave it up.

Students will discuss developing an open-minded attitude toward and respect for Native Americans

THE INVASION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Rights	Awareness	Identifying Similarities
Borrowing Among Cultures	Respect	Differences
	Perspective	Making Connections

RELATED CURRICULUM AREA(S)

OBJECTIVE/CRITICAL ATTRIBUTES

One group to gain the awareness of the perspective of another group

GRADE LEVEL 2 or 3 & 4 or 5 **TIME** About an hour

PROCEDURES

Arrange for an intermediate grade to "invade" your classroom

Give instruction to "invaders"--

Choose a students space, take pencil, crayons, paper from desk - using them - gently move in - ask student to move, to get something, don't answer questions and etc. Activity should not last more than 10-15 minutes

The class being invaded should not be told about activity before invaders come in

Discussion should follow with both groups giving their perspectives and feelings

Emphasis would be placed on awareness of others' perspectives and respect for others

Students would discuss cause and effect of the invasion and then make connections for real life invasions

(Columbus and Native Americans, Western Expansion, etc.)

BEXLEY INTERNATIONAL PERSPECTIVE MODEL

NATIVE AMERICAN STEREOTYPES AND REALITIES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Cultures	Open-mindedness	Identifying Similarities /Differences
Global Systems: -Human Rights	Awareness	Information Gathering
Global History -Borrowing Among Cultures	Appreciation	Making Connections
	Respect	

RELATED CURRICULUM AREA(S)

Language Arts Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

Children will identify and discuss Native American stereotypes and realities

GRADE LEVEL 2/3 or 3 **TIME** _____

MATERIALS

Magazines (with pictures of Native Americans)
Bulletin Board
Large piece of paper (for U.S. map outline)
Paper
Crayons, markers, pencils, etc.

PROCEDURES

Have students make a large outline of the United States to put on a bulletin board

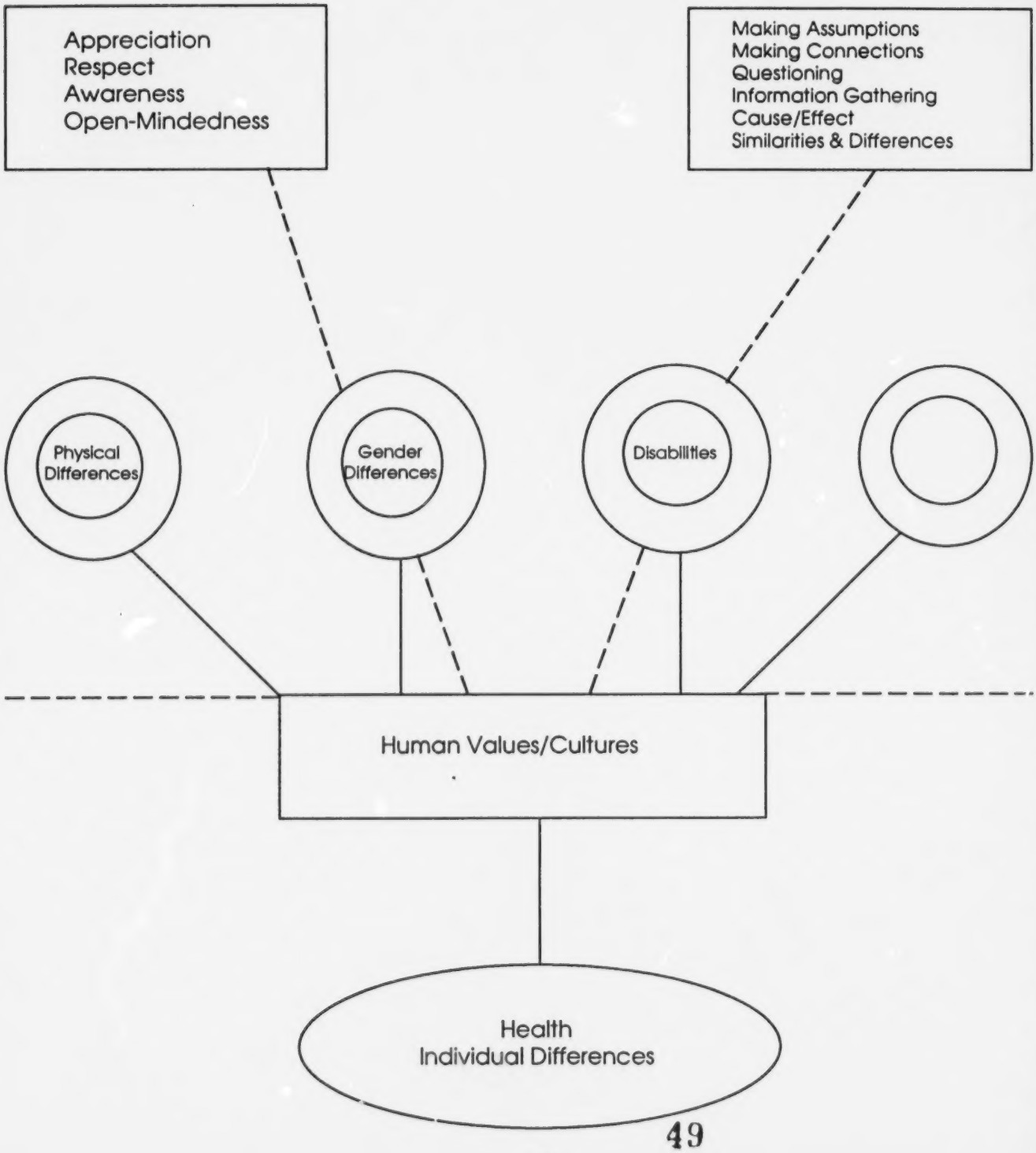
Students may draw or cut out pictures of Native American children and adults

Attach the pictures to the bulletin board randomly

Use this bulletin board to discuss the Native American stereotypes and realities

Students will discuss developing an appreciation and respect for the Native American culture

UNIT PLANNING CHART



BEXLEY INTERNATIONAL PERSPECTIVE MODEL

INDIVIDUALIZED DIFFERENCES/DISABILITIES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness Appreciation Respect Open-Mindedness	Similarities/Differences Cause/Effect Information Gathering

RELATED CURRICULUM AREA(S)

Health
Famous Americans
Senses

OBJECTIVE/CRITICAL ATTRIBUTES

GRADE LEVEL 2 **TIME** _____

MATERIALS

A taped cartoon program with which the children are familiar
TV
Speaker: Holly Reed - a blind person with whom the children are comfortable and familiar

PROCEDURES

Use the video to give the children an example of how it might be to use TV or movies as a blind person experiences them.

Have the children interview Holly about how her life as a child compares to theirs.

DELIGHTFUL DIFFERENCES - PHYSICAL DIFFERENCES
A Lemon is a Lemon

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Culture -Diverse -Universal	Awareness Appreciation	Observation - Senses Recording Data Identifying Similarities

RELATED CURRICULUM AREA(S)

Science
Health

OBJECTIVE/CRITICAL ATTRIBUTES

Children will be able to find their groups' lemon from among a group of lemons.

GRADE LEVEL 2 **TIME** 30 to 45 mins.

MATERIALS

Lemons (about a dozen)

PROCEDURES

Previous sponge activity (possibly during a story)

Children draw six trees - all exactly alike (or 6 flowers or 6 people)

Describe a lemon - whole class, record answers

Divide class into several small groups; each group chooses one lemon, list more distinguishing characteristics of that one lemon

Put all lemons back in one pile. A group representative finds that group's lemon among the others.

Discussion: It's the differences that become important

Discuss appreciation of others and their differences

Other Activities

Bulletin board (p. 33) A World of Differences, Teacher/Student Study Guide - discuss

Box activity - relate to MTW mystery box

Self Unit
- Self Portraits
- Draw each other
- Autobiographies
- Family Photos

Cut out pictures of children (people) who are different from each other

Marion Anderson story
Eleanor Roosevelt's Letter

Puppets calling each other names based on differences - discuss p. 32 - elementary pack

INDIVIDUALIZED DIFFERENCES/GENDER

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/ Culture	Awareness Open-Mindedness	Information Gathering Similarities/Differences Making Connections

RELATED CURRICULUM AREA(S)

Health

OBJECTIVE/CRITICAL ATTRIBUTES

The children will recognize gender. They will examine stereotypes of gender roles

GRADE LEVEL 2 **TIME** 45 minutes

MATERIALS

Books with pictures
Charts of vocations
Lists of chores and jobs done at home
Chart of recreational activities

PROCEDURES

Give children the list of routine jobs and chores at home - Have children write down who usually does that job.

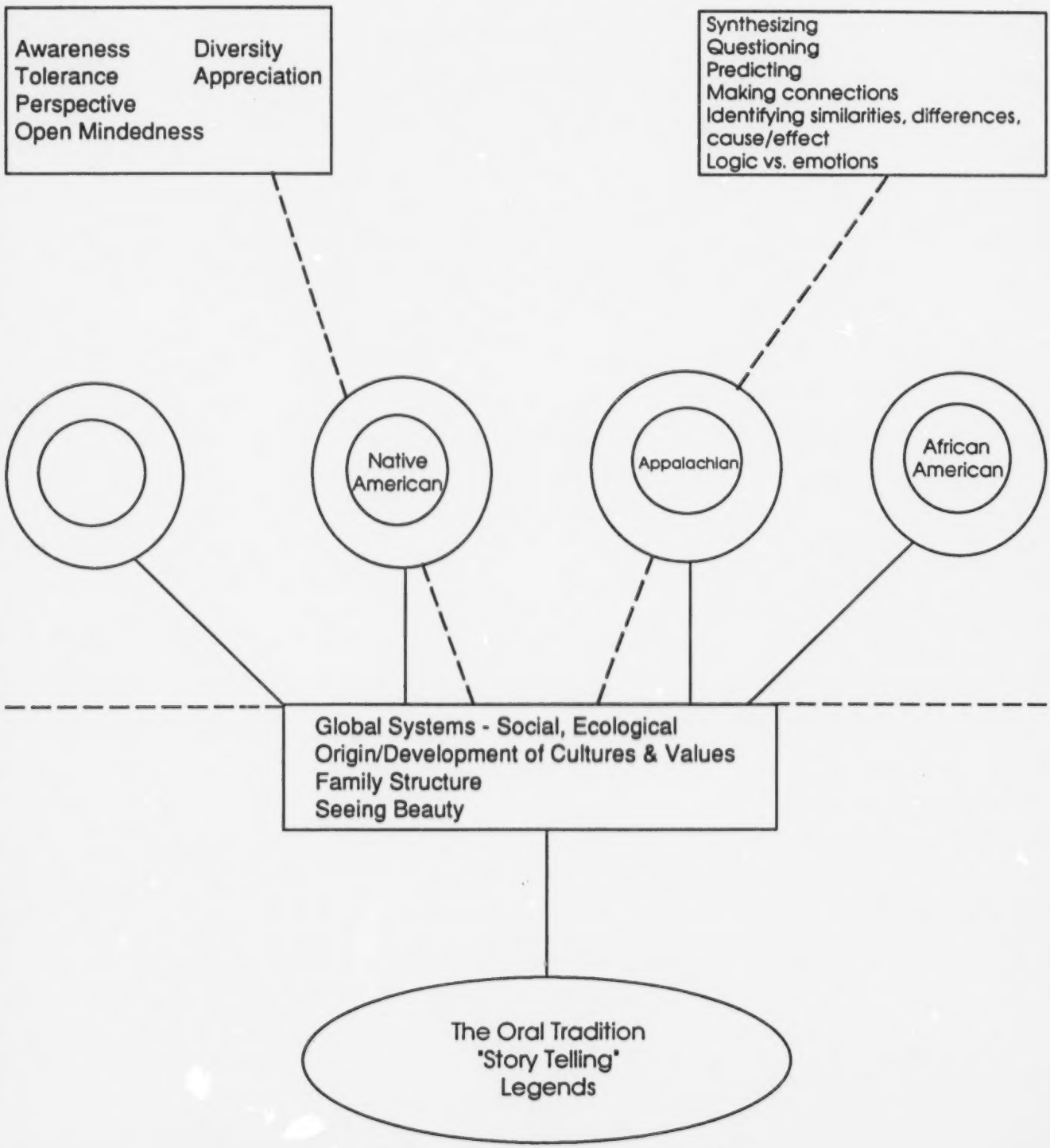
Have children look at books and record genders in various vocations

Do chart of recreational activities as a group in terms of gender participation

William's Doll - Zolotow

Discuss the lists in terms of stereotypes in regard to vocations, chores and recreation

UNIT PLANNING CHART



THE ORAL TRADITION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Origin/Development of Cultures & Values	Awareness	Making Connections
Family Structure	Tolerance	Identifying Similarities and Differences
Social Systems	Perspective	Predicting
Ecological Systems	Diversity	
Seeing Beauty	Appreciation	
	Open-Mindedness	

RELATED CURRICULUM AREA(S)

Language Arts - Elements of story
Social Studies - cultural backgrounds

OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story. Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3 **TIME** 1 hour, 45 minutes

MATERIALS

Markers
scissors
Copy paper
Large roll paper
Assorted resource books

PROCEDURES

We will use books in the room and teacher information to construct a large chart which will show: where the three cultures are found (originally), material wealth (generally), family structure, and relationship to nature.

After this introduction to each culture, we will read a story from each and talk about why it reflects that culture using the chart.

Stories:
- N.A. **A Horse Called Starfire**
- AA **Why Apes Look Like People**
- App **Jack in the Giant's Newground**

THE ORAL TRADITION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Origin/Development of Cultures & Values	Awareness	Making Connections
Family Structure	Tolerance	Identifying Similarities and Differences
Social Systems	Perspective	Cause/Effect
Ecological Systems	Diversity	Synthesizing
Seeing Beauty	Appreciation	Questioning
	Open-Mindedness	Logical Thinking vs. Emotional
		Predicting

RELATED CURRICULUM AREA(S)

Language Arts - Elements of story
Social Studies - cultural backgrounds

OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians

Student will look for reasons in the culture's history for the story

GRADE LEVEL 1-3 **TIME** 1 hour, 45 minutes

MATERIALS

Crayons
Paper
Books
Paper clips

PROCEDURES

Read a story from each culture and talk about why it reflects that culture using our chart. We will talk about themes in each story. material wealth

Stories:
- N.A. **Why the Possum's Tail is Bare**
- AA **Jack and the Devil's Daughter**
- App **Jack and the Fire Dragon**

After reading **Jack and the Fire Dragon** we will make a crayon resist. (Color stripes of bright colors on paper and then go over it with black, use a paper clip to scratch a picture)

THE ORAL TRADITION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Origin/Development of Cultures & Values	Awareness	Making Connections
Family Structure	Tolerance	Identifying Similarities and Differences
Social Systems	Perspective	Predicting
Ecological Systems	Diversity	Questioning
Seeing Beauty	Appreciation	Logical Thinking vs. Emotional
	Open-Mindedness	Synthesizing
		Cause/Effect

RELATED CURRICULUM AREA(S)

Language Arts - Elements of story
Social Studies - cultural backgrounds

OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story.

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3 TIME 1 hour, 45 minutes

MATERIALS

Books	Water Colors
Water	Brushes
Paper	Pencils

PROCEDURES

Read a story from each culture and talk about why it reflects that culture using chart as a reference. We will look for themes in each story.

Stories:
- N.A. **How the Turtle Beat the Rabbit**
- AA **The River that Gave Gifts**
- App **Jack and the Bean Tree**

After we read **The River that Gave Gifts**, each child will write about and illustrate using water colors the gift they would give an elderly friend.

THE ORAL TRADITION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Origin/Development of Cultures & Values	Awareness	Making Connections
Family Structure	Tolerance	Identifying Similarities and Differences
Social Systems	Perspective	Predicting
Ecological Systems	Diversity	Questioning
Seeing Beauty	Appreciation	Logical Thinking vs. Emotional
	Open-Mindedness	Synthesizing
		Cause/Effect

RELATED CURRICULUM AREA(S)

Language Arts - Elements of story
Social Studies - cultural backgrounds

OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story.

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3 **TIME** 1 hour, 45 minutes

MATERIALS

Books Turtle Crayolas Paper Pencils

PROCEDURES

Read a story from each culture and talk about why it reflects that culture using chart as a reference. We will look for themes in each story.

Stories:
N.A. **Thirteen Moons on Turtle's Back**
AA **People Who Could Fly**
App **Big Jack and Little Jack**

After reading **Thirteen Moons on Turtle's Back**, we will count the scales on my turtle's back. Then write and illustrate about our own moon tale, (Something that happened to us in relationship to the moon.)

THE ORAL TRADITION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Origin/Development of Cultures & Values	Awareness	Making Connections
Family Structure	Tolerance	Identifying Similarities and Differences
Social Systems	Perspective	Predicting
Ecological Systems	Diversity	Questioning
Seeing Beauty	Appreciation	Logical Thinking vs. Emotional
	Open-Mindedness	Synthesizing
		Cause/Effect

RELATED CURRICULUM AREA(S)

Language Arts - Elements of story
Social Studies - cultural backgrounds

OBJECTIVE/CRITICAL ATTRIBUTES

Student will identify the theme in each story.

Student will explain why story telling is important to the African Americans, Native Americans, and Appalachians.

Student will look for reasons in the culture's history for the story.

GRADE LEVEL 1-3 TIME 1 hour, 45 minutes

MATERIALS

Paper
Colored Pencils
Pencils

PROCEDURES

We will illustrate and write a brief summary of our favorite book or story from the week.

Each child will tell a story from their own culture. Then we will identify the themes and talk about the "cultural connection."

BIOGRAPHY

Native American

A Horse Called Starfire, by Betty Bogehold

Thirteen Moons on Turtle's Back, by Joseph Bruchac and Jonathan London

Why the Possum's Tail is Bare, by James Connolly

Appalachian

The Jack Tales, by Richard Chase

Jack and the Fire Dragon, by Gail E. Haley

African American

Black Folktales, by Julius Lester

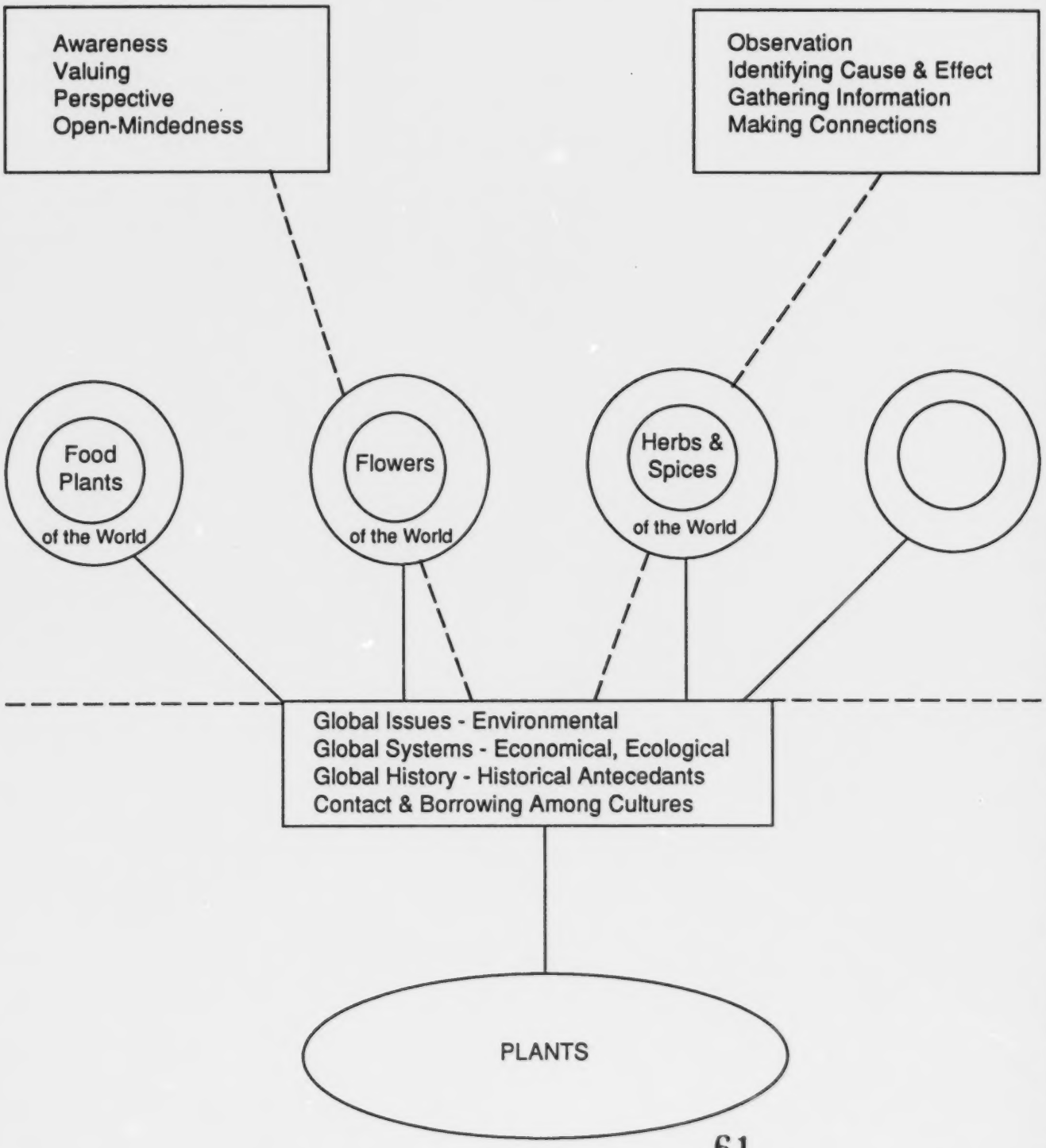
The River That Gave Gifts, by Margo Humphrey

Reference Books

On World: Multicultural Projects and Activities, by Susan Blackaby

Black History for Beginners, by Denise Dennis

UNIT PLANNING CHART



INTRODUCTION TO PLANTS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Ecological	Perspective	Questioning
Global Issues: Environment	Valuing	Concept Formation
	Cooperation	Identifying Similarities/ Differences
		Information Gathering
		Making Connections

RELATED CURRICULUM AREA(S)

Science
Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

To recognize "plants," different from animals
To recognize importance of plants in world ecology
To learn relationship of plants to world habitats
To hypothesize regarding seed germination

GRADE LEVEL 1-5 TIME 2 hours Lesson 1

MATERIALS

World Map and Globe
Radish seeds, oasis, potting soil
Pencils, paper
Plastic cups, potting soil

PROCEDURES

-Introduction of teacher, students

-Read a picture book about plants

-Discuss differences between plants and animals

-Discuss importance of plants in world (Identifying specific locations)
[In small groups, share ideas] i.e., beauty, 02, food, other materials

-Brainstorm - things plants give us besides food

ACTIVITIES

-Count radish seeds in several packets. Write estimate of number which will germinate. Place on wet oasis.

-Use egg cartons - plant several different seeds

-go outside and see if we can find any seeds in nature:
-honey locust, maple, etc.

-quick growing seeds: -grass, corn, beans, radishes

FOOD PLANTS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Ecological	Perspective	Questioning
Global Issues: Environment	Valuing	Concept Formation
	Cooperation	Identifying Similarities/ Differences

RELATED CURRICULUM AREA(S)

Science
Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

To recognize the interrelatedness of the world in good production

To recognize the importance of the "Columbian Exchange."

GRADE LEVEL 1-5 TIME 2 hours Lesson 2

MATERIALS

World Map and Globe
Examples of corn, potatoes, pineapple, sugar, tomatoes and bananas

PROCEDURES

Estimate how many foods we eat each day from other countries

List breakfast foods and locate on map, as possible, where food came from

Discuss interconnectedness

Locate and follow paths of various plants - bananas, potatoes, pineapple, sugar, corn, tomatoes

Connect foods to Columbus and other explorers after him

Cook some food - depending on availability

FLOWERING PLANTS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Ecological Global Issues: Environment	Perspective Valuing Awareness	Questioning Concept Formation Identifying Similarities/ Differences Information Gathering

RELATED CURRICULUM AREA(S)

Science
Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

To understand the function of flowers

To recognize some native American flowers

To understand how other non-native flowers came to be here

GRADE LEVEL 1-5 TIME 2 hours Lesson 3

MATERIALS

Various seed pods - lunaria, poppy, dandelions, pansy, etc.
Magnifiers
World Map and Globe
Papers for pressing flowers
String for drying flowers

PROCEDURES

Observe various seed product methods
Choose flowers for drying
Choose flowers for pressing
Discuss native American flowers
Discuss how non-native flowers came to be here

HERBS AND SPICES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Ecological	Perspective	Questioning
Global Issues: Environmental	Valuing	Concept Formation
Global History: Historical Antecedents	Awareness	Predicting
		Making Connections
		Cause/Effect

RELATED CURRICULUM AREA(S)

Science
Social Studies
Health

OBJECTIVE/CRITICAL ATTRIBUTES

To understand the role of spices in discovery of new world

To understand uses of some spices and herbs

GRADE LEVEL 1-5 TIME 2 hours Lesson 4

MATERIALS

Maps of "Spice" routes
Herbs: sage, lavender, chives, artemisia, thyme, mint
Spices: Cinnamon, cloves, nutmeg, pepper

PROCEDURES

Discuss need for and uses for herbs and spices

Identify the route Columbus took and part spices played in his venture

Make tussy-mussies with herbs

Do some cooking with herbs and spices if possible

FIELD TRIP TO BIG DARBY PARK (to see prairie)
SUNDAY AFTERNOON AT GRAND JATTE TOPIARY GARDEN

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems: Ecological Global Issues: Environmental Universal Beauty	Perspective Open-Mindedness Flexibility Valuing	Observation Information Gathering Identifying Similarities/ Differences Making Connections

RELATED CURRICULUM AREA(S)

Science
Social Studies
Art

OBJECTIVE/CRITICAL ATTRIBUTES

To observe plants growing in two ways:
-natural - indigenous plants - prairie
-formal - forced - formed - topiary

GRADE LEVEL 1-5 TIME 2 hours Lesson 5

MATERIALS

Transportation
Poster reproduction of Seviat:
Sunday afternoon at Grand Jatte
Maps to identify location of prairie and of France

PROCEDURES

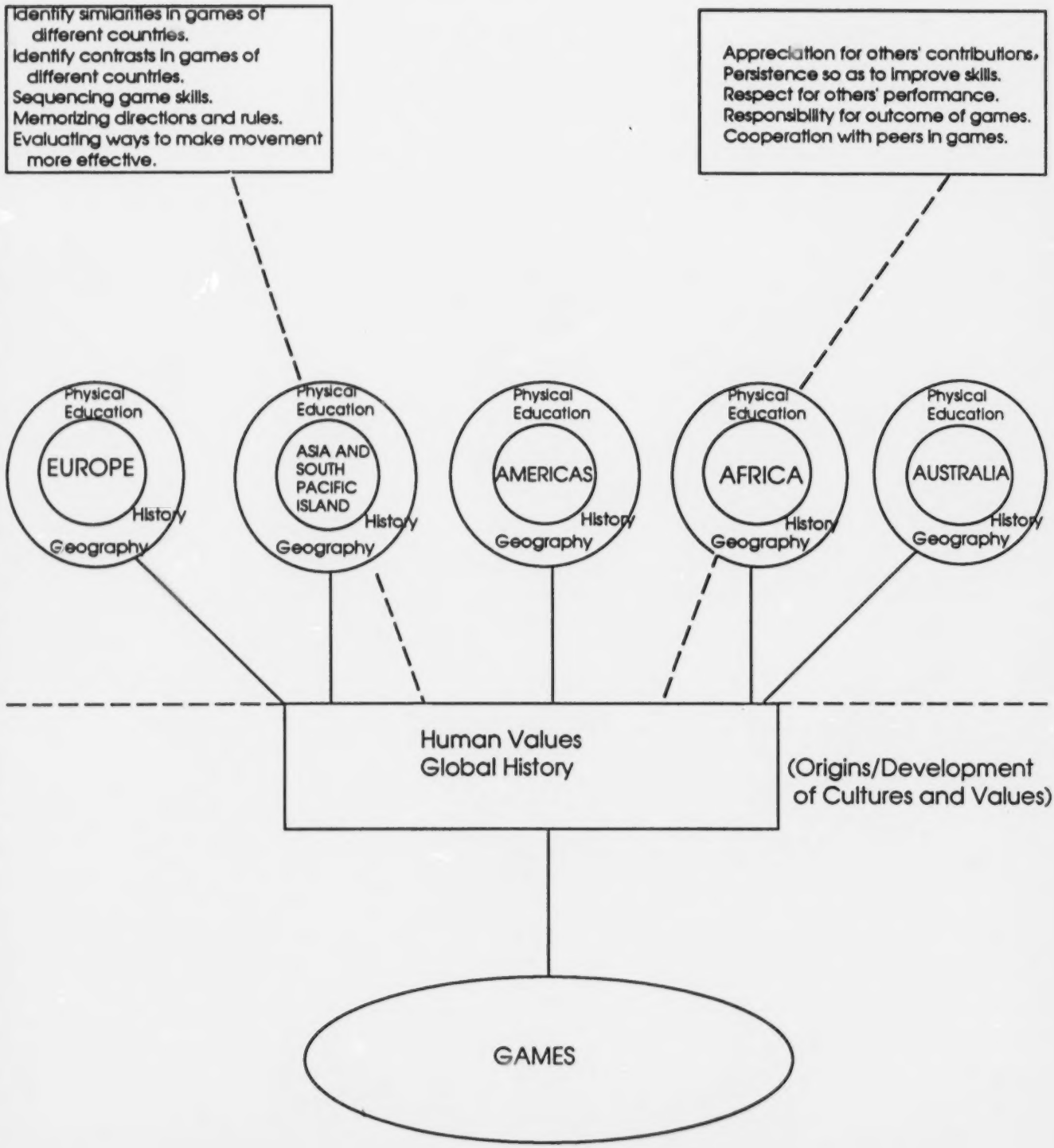
Walk through the prairie at Big Darby

Identify native plants and complexity of prairie

Walk through topiary garden - note simplicity and structure

Discuss similarities and differences

UNIT PLANNING CHART



GAMES OF EUROPE

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values Global History	Awareness Diversity Appreciation Respect for others' performance Cooperate with peers in game situations Persistence so as to improve skills Appreciation for others' contributions Responsibility for outcome of games	Identify similarities in games of different countries Sequencing game skills Memorizing directions and rules of games Evaluating ways to make movements more effective

RELATED CURRICULUM AREA(S)

Physical Education
History
Geography

OBJECTIVE/CRITICAL ATTRIBUTES

Students will receive information on the history of balls. They will be able to participate in the following games: Hit the Bucket from Spain, Italy, Germany, England; Hit the Pot from England; Follow Through Tag from Italy; Pebble Chase from Greece; Morra from Italy; High Ball from many countries in Western Europe.

Students will familiarize themselves with pertinent history and compare and contrast characteristics of games.

GRADE LEVEL 2-6 **TIME** 2 Hours

MATERIALS

1 large inflated ball, chalk or tape for marking boundaries, large area
1 rip flag for each participant, bucket, beanbag for each child, pot, stick, pebble or marble, chalkboard, globe or map

Ball History - The first ball was probably a stone or pebble. It's use was most likely in preparation for hunting, defense or attack. Thousands of years probably went by before humans discovered they could shape stones into perfect spheres. A ball of this type, more than five thousand years old, is on exhibit in London's British Museum.

In the Middle Ages, European people built special high ceiling areas that they called "ball houses." They used these to play ball games so they wouldn't have to worry about the weather. These halls were also used for singing and dancing. From the origins came the words "ballad" and "ballet."

The Celts of pre-Christian Ireland played ball as part of religious rites. Handball is still a national sport in Ireland.

In Seventeenth Century France they played a popular game similar to American football. It was a very violent game and the injuries were very serious. Whole towns would feud over the outcome of the se contests. Violence caused some rulers to try (usually in vain) to outlaw rough and violent games.

Only one or two isolated tribes exist anywhere in the world to whom the ball as a toy or weapon is unknown.

Balls made from papyrus are found in some parts of the world. Other balls are made of plaited rushes, stone, marble, wood, pottery, terra cotta, animal hides or cloth filled with hay, kapok, shavings, sawdust or seeds.

Indians used balls sewn from deer hide. Japanese children still receive balls made of tightly wadded tissue. On the Continent of Africa in former French Cameroon, one African society still believes during droughts that girls can make rain fall by participating in ritual ball playing games.

PROCEDURES

On map, children will locate Europe and specific countries where games originated.

High Ball - Many Western European countries - Large area marked off and divided by center line; all players grouped around field. "It" throws ball high in air and tires to catch it. Any player may try to catch all but no physical contact made between players. (This is a safety modification I made, actually people were allowed to tackle the ball carrier, originally.) Player who catches ball runs with it to end of marked field while carrying ball.

Person with ball is pursued by others who try to rip off flag. If flag is ripped off, that person becomes new ball carrier and tries to score. If a player is about to be caught he may pass the ball to another player. Game is completed after designated time period has expired.

Students will discuss what players can do to be able to escape with ball; most effective way to "catch" ball carrier and what modern game evolved from this activity? - Rugby and Australia's football

Hit the Bucket - England, Spain, Italy, Germany - Players form a semicircle around bucket, each has a beanbag. When signal is give to throw each player tosses beanbag at bucket. Those who miss must pay a forfeit thought up by the others.

Hit the Pot - originated in Ancient Europe - Grew out of a cruel game where a live chicken was placed under a pot with a hole in it. The chicken's head stuck out through the hole in the pot. A blindfolded player tried to hit the chicken's head with a stick. Eventually it was played with a pot on a stick, which the blindfolded player tried to hit.

Pebble Chase - Greece Players form a line, side by side, hands extended, palms together. They all face leader. Leader has a pebble or marble. He passes it down line and pretends to drop it in each players' hands, actually does drop it in one person's hands. That player runs to a designated line and back in order to return it to the leader. Other players chase the runner. If he is caught before he gets to leader, the one who caught him becomes new leader. If he is not caught, he become new leader.

Follow Through Tag - Italy - Players form circle, holding hands and raising arms to make arches. Runner stands inside circle, chaser - outside circle. Chaser tries to catch runner but must follow exact route of runner, going under same arms. When runner is caught or gives up two new players are chosen.

Morra - Italy - Similar to the Chinese game "Fingers Out," players pair off. No starting signal, they just simultaneously stretch out fingers of one hand. Before fingers are totally stretched out, both call a number between two and ten. When one contestant calls number that corresponds to sum of numbers of fingers extended, he earns one point. The game may be played by teams with players paired against each other. If four or fewer on a team, six points constitutes a win, more than four on a team, twelve points total is a winner.

Games and country of origin will be listed on chalkboard before students come to class. After playing each game we will discuss characteristics of games that are similar. We also will discuss any changes that would make games more efficient, allow for more turns or be more fun.

As each game is played we will examine it to see if we know any current games we play that are similar. We will do this at the conclusion of each class (Analysis)

GAMES OF AMERICAS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness	Identify Similarities in games of different countries
Global History	Diversity	Sequencing game skills
	Appreciation cultures	Memorizing directions and rules
	Respect for others' performance	Evaluating ways to make movement more effective
	Appreciation for other's contributions	

RELATED CURRICULUM AREA(S)

Physical Education
Geography
History

OBJECTIVE/CRITICAL ATTRIBUTES

Students will familiarize themselves with pertinent history. Students will locate appropriate countries on map or globe. Students will compare and contrast games. Students will play the following games: Help - Peru, Ball Race - American Indian, Juego Del Panuelo, Paloma Y Gavilan - Bolivia, La Palma - Bolivia, Cat and Rat - Brazil, Hit the Penny - many countries in South America.

GRADE LEVEL: 2-6 TIME: 2 Hours

MATERIALS

5" or 6" playground ball for each participant
handkerchief
stick
rocks
pennies or coins
chalk and chalkboard
map or globe

PROCEDURES

Children will locate countries on globe or map.

Help - Peru This is a tag game. "It" is chosen in this manner. One player stands with hand extended, palm down. Others place index finger on this extended palm. Player with extended hand quickly closes palm. If he catches index fingers the process is repeated until only one finger is left. That person is "It." Those who are being chased can call "Help." When that happens any other player can take hold of the hand of the calling player, this saving him from being tagged. When a player is caught, he is "it."

Ball Race - American Indian Each player needs a playground ball. Indians use a five or six inch ball of wood or stone covered with mesquite gum. Players run a footrace in which ball is kicked ahead of them. Race is over when player and ball both cross finish line. Touching ball with hands is a disqualification. After playing students will be asked how they could make this more challenging? (kick a ball that's not round - football)

Juego Del Panuelo - Bolivia Players seated in two lines forming a cross.

```
    x
    x
    x
xxxxxxxxx
    x
    x
    x
    x
```

"It" circles the group and drops handkerchief behind person seated at end of one of the lines. When the handkerchief is dropped, everyone in that line must circle the group and return to his seat. In the meantime, "It" takes one of the vacated seats. Last person back to the line will not have a seat so he becomes new "It." This is more fun if the four lines have a lot of people.

Paloma Y Gavilan - Bolivia (The Eagle and the Pigeon). "It" is the Eagle. Another person is the pigeon. Others form a circle and join hands. Eagle chases pigeon about circle. Those who make up the circle try to help the pigeon by letting him pass under their clasped hands. They try not to let the eagle come through. When pigeon is caught or eagle gives up, game is over.

La Palma - Bolivia Very popular with Indians of Bolivia who live in tropical lowlands. Although they use the tail bone of a donkey or llama, we will use a stick and several rocks. Stick is stuck in ground for a target. A line is made in the ground about three yards from the stick. Other lines are made, each about three feet from the preceding one. Usually about six lines in all. Players take turns standing at first line and try to hit stick with rock. Indians sometime use slings. When successful at first line, thrower moves back to line number two. First person to hit stick from all lines wins.

Cat and Rat - Brazil Two players represent the cat and rat, others form a circle, hands clasped. Cat on outside of circle, rat on inside. Cat knocks on back of one of circle players. The following interaction takes place between the two: "What do you want?" "I want see the rat." "You cannot see him now." "When can I see him?" "At ten o'clock, tick tock!" and so forth until they reach the announced time. At this point, the circle stops moving. The cat goes to the same circle player as before and the same dialogue is repeated, except the cat is told to "come in!" Cat ducks in and rat tries to elude him by getting outside. When caught or cat gives up, new characters are chosen.

Hit the Penny - Many countries in South America A bamboo or other kind of wide stick is set up in the ground. On top of stick is placed a penny (or any other coin). Circle about three feet in diameter is drawn around stick. Players stand several feet (4 - 6) away and take turns trying to knock coin off by throwing a penny at it. If they knock it off and it comes to rest outside the circle, they score one point. If it drops inside the circle it is a miss.

After each game, discussion of how to be more effective at game.

Discuss similarities and differences with games from Day 1. (Analysis)

What characteristics of this culture are obvious in these games? (Identify attitudes, diversity, appreciation)

How would we choose to modify games? (Synthesis, Evaluation)

GAMES OF AUSTRALIA

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values Global History	Awareness Diversity Appreciation Respect for others' performance Cooperate with peers in game situations Persistence so as to improve skills Appreciation for others' contributions Responsibility for outcome of games	Identify similarities in games of different countries Sequencing game skills Memorizing directions and rules of games Evaluating ways to make movements more effective

RELATED CURRICULUM AREA(S)

Physical Education
History
Geography

OBJECTIVE/CRITICAL ATTRIBUTES

Students will

-Familiarize themselves with pertinent history
-Locate Australia on map or globe
-Receive information about the game of Cricket
-Compare and contrast games
-Play the following lead up games to Cricket:
  -Three Court Ball
  -Group of Five
  -Aerial Ball
  -Throwing Rounders
  -Bat Ball

GRADE LEVEL 2-6 **TIME** 2 Hours

MATERIALS

6 tennis balls
cricket bat or fat ball
chalk and chalkboard
4 bases
globe

PROCEDURES

On a map, children will locate Australia. We will discuss Australian colonization. This will allow us to trace Cricket from England to Australia. It will be explained that all of the games we are playing are lead-up games for Cricket.

Three Court Ball - Person with ball runs up to free area line and attempts to bounce or roll ball across opponent's back line.

X	X	Free	0	0
X	X	Area	0	0
X	X		0	0

Opposition attempts to intercept the ball and roll or throw it over the others' back line. A point is scored for each success-full attempt. The ball must not be bounced above waist height.

Group of Five - One bowler, ten meters from batsman, throws ball underarm into hoop. Batsman faces six balls. Batsman tries to keep balls from hitting wicket. Bowler tries to hit wicket. After six attempts, rotate positions until all children have had a turn to be batsman and bowler.

Aerial Ball - "It" throws ball into air and calls number. Person designated as that number tries to catch ball. If successful, he throws it and calls another number. If unsuccessful he fields it and calls, "stop." All players stop. He throws the ball at the nearest player who may twist his body but not move his feet to avoid being hit. If thrower fails, he loses his life and calls "stop" and tries again. If successful, the player hit loses a life and he throws the ball and calls a number. Players lose a life every time they break a rule, are hit or fail to hit someone else. Players must "stop" when "stop" is called. Player losing least number of lives wins.

Throwing Rounders - On a baseball diamond, first batter throws the ball so it bounces some where in the area inside the four bases. He then runs to first, second, third and home bases. The fielders must throw the ball around the leases in the same sequential order. If the ball beats the batsman home, he is out and no run is scored. If the batsman gets around first, he scores one run. All the batting team has a turn and then sides change. Side which scores the most points wins.

Bat Ball - In pairs, one hoop, one ball and two bats between each pair. Hoop placed on ground with lines drawn about eighteen inches apart. Children A and B stand facing on the first line. A bounces the ball into the hoop. and B bounces it back by hitting ball with bat A returns with bat. If both attempts are successful they both move back to second line and repeat until one person either misses ball or fails to bounce ball into hoop. If one person fails that person must move forward one line. Object is to get both players back to fourth line.

After each game, discussion of how to be more effective at game.

Discuss similarities and differences with games from Day 1. (Analysis)

What characteristics of this culture are obvious in these games? (Identify attitudes, diversity, appreciation)

How would we choose to modify games? (Synthesis, Evaluation)

After all games played, discussion about similarities. How could we adapt games to more closely suit our needs?

GAMES OF ASIA AND THE PACIFIC ISLANDS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness	Identify Similarities in games of different countries
Global History	Diversity	
	Appreciation	
	Respect for others' performance	Sequencing game skills
	Appreciation for other's contributions	Memorizing directions and rules
		Evaluating ways to make movement more effective

RELATED CURRICULUM AREA(S)

Physical Education
Geography
History

OBJECTIVE/CRITICAL ATTRIBUTES

Students will be able to participate in the following games: Pahee from Hawaii, Yemari from Japan, Takara-Sagashi from Japan, Oki Chochin, Chrissi Chochia from Japan, Kick the Can from Japan, Slap Hand from Japan and Korea, Blind Guessu from Malaya, Piggy Back Ball-many countries in Asia, San Pedro and San Pablo-Philippines. Students will compare and contrast characteristics of games. They will familiarize themselves with pertinent history as well as locate the appropriate countries on a map.

GRADE LEVEL 2-6 TIME 2 Hours

MATERIALS

Newspaper	scotch tape	large rubber ball
tennis ball	coin	can
blindfold	colored jerseys to designate teams	chalk and chalkboard
globe or map		

PROCEDURES

Children will locate Asia and the Pacific Islands as well as the specific countries we are studying on a map.

Pahee - Hawaii A short "javelin" thick at the head and thinner toward the tail is needed. We will make these out of newspaper and tape. Javelin cast along ground so that it slides or skips. One point is scored each time a player casts his the farthest. The game is over when one person scores ten points.

Yemari "Handball" - Japan Players stand in a circle. "It" tosses ball to floor so it will bounce straight up to hand. As it rebounds, he strikes it back with his open hand. He continues this as long as ball is in reach. He may not move from his place. When ball moves near another player, he must take over. Game continues until some player fails to hit ball on rebound. If a player misses, he drops out and circle draws closer. Winner is last one left in game.

Takara-Sagashi - Japan Two teams of equal numbers sit facing one another. One team has coin. They pass this from one teammate to another (or pretend to) while other team watches. At a signal from opposing team, passing ceases, passers drop fists to knees. Opponents ask passers to open fists one at a time. Idea is to leave fist-holding coin until all fists have been opened. When coin is uncovered, all fists closed are counted and scored against guessers. Other side then passes coin and game continues. Lowest score wins.

Oki Chochin, Chrissi Chochia - Japan Players stand or sit in a circle. Leader calls "Big Lantern" and at same time indicates a small lantern by holding his outstretched hands close together. All the others must hold their hands far apart forming a big lantern. When leader calls "Little Lantern" he indicates a big lantern. All others must do exactly the opposite. Leader tires to confuse opponents. When one misses he drops out of game or pays a "forfeit."

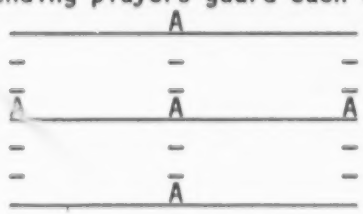
Kick the Can - Japan In the center of a circle about four feet in diameter is placed a can. One player is "It." Someone else kicks the can out of the circle. "It" must replace the can back in circle. As soon as can is kicked, all other players run and hide. "It" tries to find them. When he sees a player, he calls his name and runs to kick the can. If the hider gets to the can first, he kicks it and runs to hide again. If "It" kicks the can before the hider reaches it, he is a prisoner of the "It." The game is over when "It" has captured all the hiders. If it is replayed, the first hider caught is the new "It."

Slap Hand - Japan and Korea Two players stand facing each other. One player extends his hand, palm up. The other player extends his hand, palm down and gently strokes his opponent's palm. Suddenly he makes a swift, sharp strike at his opponent's palm. Opponent tries to withdraw his palm so striker misses. If striker slaps opponent's palm he scores one point. Players alternate in striking.

Blind Guesser - Mayala One player is blindfolded. Other players pass by, imitating some action. As they do this, leader tells blinded player what action is being performed. After everyone has performed, blindfold is removed. Leader names action and blindfolded guesser tries to pick which player did that action. If guesser is correct, that person becomes new blindfolded person, if not, game continues.

Piggy Back Ball - Throughout Asia Two teams, one horse team, one rider team. People should be on others' back, piggyback style. We'll merely have each rider hold on to his "horse." One rider given all, must throw only to other rider. When rider fails to catch ball, all "riders" break from "horses." Nearest "horse" may pick up ball and throw to any other horse or tag out a rider by throwing ball at him. "Horse" only gets a single throw on each turn. If "horse" fails to tag "rider," riders remount. If rider is tagged, all riders and horses trade places and game starts over.

San Pedro and San Pablo - Philippines A square is outlined at least ten feet by four feet. That area is then divided into four equal squares. There are two teams and each has a captain. The defensive team captain stands at center where lines cross. He must always keep at least one foot in contact with this intersection. Four other defending players guard each of the four intersecting lines. No defending player may leave his line to tag an opponent. The attacking team scatters into the four squares. Attacking players try to cross lines inside the field without being tagged. If he is successful, he scores one point for his team. When he is tagged, he is "out" until the game starts over.



After games are concluded we will discuss similarities and differences of games. Are there ways we could change any game to make it more suitable for us? (Synthesis, Evaluation)

Discuss similarities/differences with games from other cultures. (Analysis)

What characteristics of this culture are obvious in these games? (Identify attitudes, diversity, appreciation)

GAMES OF AFRICA

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values Global History	Awareness Diversity Appreciation of cultures Respect for others' performance Appreciation for other's contributions	Identify Similarities in games of different countries Sequencing game skills Memorizing directions and rules Evaluating ways to make movement more effective

RELATED CURRICULUM AREA(S)

Physical Education Geography History

OBJECTIVE/CRITICAL ATTRIBUTES

Students will familiarize themselves with pertinent geographical and historical information about the continent.

Students will compare and contrast games. Students will play the following games: Mulambilwa, Nsikwi, Hen and Wildcat, Cattle Stockade, Lion and Dew Tag, African Handball.

GRADE LEVEL 2-6 TIME 2 Hours

MATERIALS

Bowling pins (one per child)
Small plastic drink bottles
Chalk and chalkboard
Small playground ball (one per child)
Globe or map

PROCEDURES

Children will locate on a map or globe, the continent of Africa. Two teams kneel facing each other about fifteen or twenty-feet apart. In front of each player is a tenpin or pop bottle. (We will use plastic bowling pins.) Each player has a ball. On the starting signal, each player rolls or throws his ball at the pin of his opponent. When all pins of one team are down, members of that team must get up and run to their goal approximately twenty feet away. If caught they receive roughing from their captives. We will say they are "out" instead of roughing. The game will continue until one team is totally "out."

Nsikwi

Two players or two teams sit on the ground facing each other, about then feet apart. In front of each player is a piece of corncob about three inches high. An empty bottle or any other light thing may be used. We'll use small plastic drink bottles. Each player has a ball. When all p layers are ready, each one sends his ball on the ground across the intervening space with great force, trying to knock down the opponent's bottle. Each successful hit scores a point.

Hen and Wildcat

One player is chosen as the hen and another as the woldcat. Rest of the players are chickens. Hen leads chickens around and warns them of approaching danger. Wildcat hides. At unexpected times and places he springs out and tries to catch any foolish chicken who fails to drop to the ground at mother hen's warning. The game either continues until all chickens are caught, or a new hen and wildcat may be chosen whenever a chicken is caught.

Cattle Stockade

Players form a circle, hands clasped around one or more players. The inside players are the "cattle." They hold up their hands and rush against the "stockade," trying to break through. If they succeed, the players responsible for the break-through become the cattle.

Lion and Deer Tag

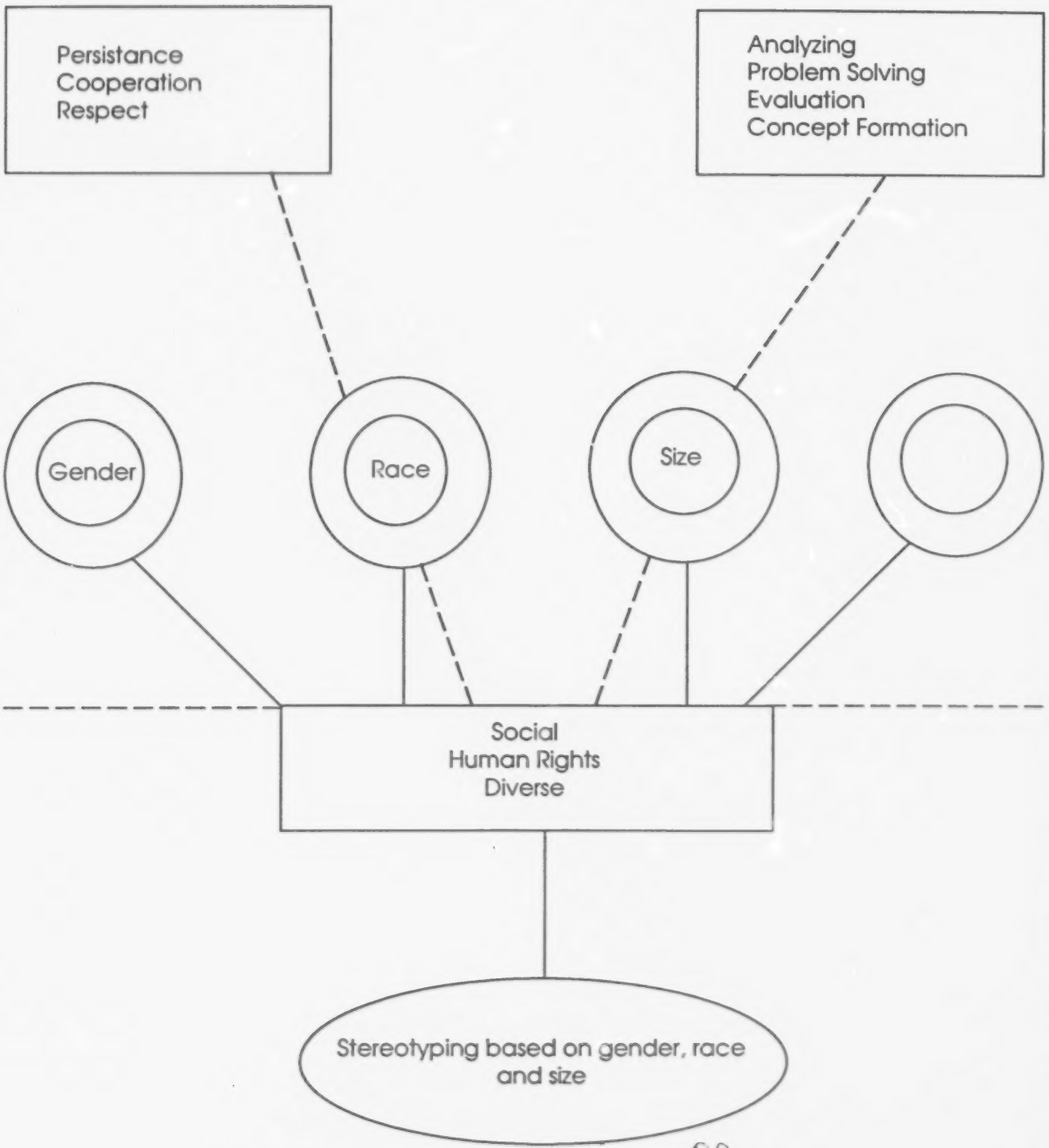
This is played like tag except "It" is the lion and the rest of the players are deer.

African Handball

Players are divided into two equal teams. Game is started by a member of one team tossing a ball to one of his own teammates. Object of game is for a team to keep possession of ball as long as possible. Other team tries to intercept it and gain possession of it. Everytime ball is caught, members of that team, except player catching ball, clap hands and stamp feet.

After all games are played, we will discuss similarities and differences of games. What characteristics of this culture are obvious in games: How would we choose to modify games? (Analysis, Synthesis, Evaluation)

UNIT PLANNING CHART



BEXLEY INTERNATIONAL PERSPECTIVE MODEL

STAR WARS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems:	Cooperation	Analyze
-Social	Persistence	Evaluation
Global Issues:	Respect	Concept Formation
-Human Rights		
Cultures:		
-Diverse		

RELATED CURRICULUM AREA(S)

Throwing, Catching, Blocking

OBJECTIVE/CRITICAL ATTRIBUTES

Stereotypical comments, beliefs, and behaviors related to race, gender, and physical size

Students will either block, throw, or catch

GRADE LEVEL 4-6 **TIME** 35 minutes

MATERIALS

Foam balls (30)
1 Base
1 Light
Saber
1 Galactic Boundary

PROCEDURES

Students will participate in a familiar game using different rules. Game: STAR WARS Rules: Student throw/catch balls across boundary. 3 ways to have to sit down: Your ball is caught, you get hit, you try to catch a ball but drop it. Stay seated until your Jedi touches you with the light saber. When this happens you are back in the game. Jedi is safe while on base, and Jedi must hop on one foot when off base.

Different Rules: Play a few games with a girl Jedi, a few games with a boy Jedi, and a few games with a small/large Jedi. Bring group back together and discuss frustrations with different Jedi. Talk about inferences when girl was Jedi . . . boy was Jedi . . . small/large person was Jedi . . . Inferences/stereotyping of other athletes/athletics: Black people run fast, jump high, men who participate in Gymnastics are weak because gymnastics is a women's sport. Large or fat people are not athletic.

BOWLING FOR RECOGNITION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Systems:	Persistence	Analyzing
Social	Cooperation	Problem Solving
Global Issues:	Respect	Evaluation
Human Rights		Concept Formation

RELATED CURRICULUM AREA(S)

Throwing, Catching, Blocking

OBJECTIVE/CRITICAL ATTRIBUTES

Identify stereotypical comments beliefs and behaviors based on gender, race and size.

Students will either block, throw or catch a ball

GRADE LEVEL 4-6 **TIME** 35 minutes

MATERIALS

10 bowling pins
4-6 foam balls
Indoor court divided into equal areas
X = pins
Chalkboard and chalk

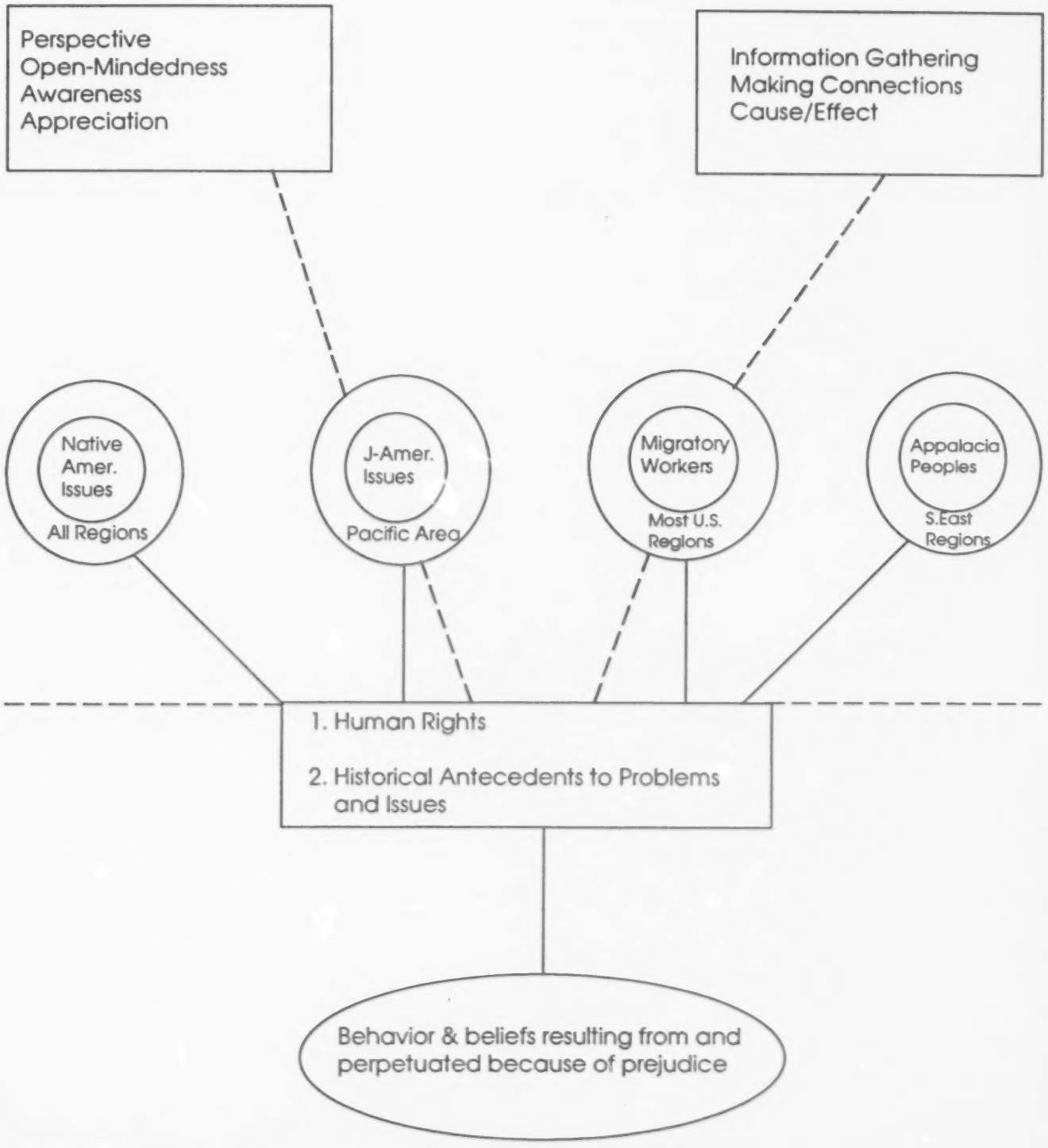
PROCEDURES

A discussion of what stereotyping is will be held. A Brainstorming session of stereotypical comments based on sex, race and size that relate to athletic skills will be held. These will be written on chalkboard. We will choose several of these and put them in the following format: Comment, "Boys are better throwers. Ben is a boy. He is the best thrower." I will point out to students "You inferred that Ben is a better thrower. What other characteristics does Ben have: height, sex, race, birthdate, shoe size, etc. From this, we will decide to divide class not by misconceptions of sex, race, size but on some other characteristic. "Ben was born in the first half of the year so all those born in months from January through June are on one team. Those born from July through December are on the other team. If the material has been analyzed correctly the team made up of January through June should win.

We play game; two teams. Each team must stay on it's half of the court. The object of the game is to knock over other teams' pins while defending own by blocking thrown balls. Pins may only be touched when resetting them after being knocked down. One point is awarded to the opposite team every time a pin is knocked over.

After game is played we will analyze results by checking score. During discussion we will evaluate what happened during play. How do results of game relate to our stereotypes?

UNIT PLANNING CHART



NATIVE AMERICANS: FACT, FICTION, AND STEREOTYPES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Issues:	Perspective	Information Gathering
Human Rights	Open-Mindedness	Making Connections
Global History:	Appreciation	Cause/Effect
Historical		
Antecedents		
Environment		

RELATED CURRICULUM AREA(S)

Social Studies - all regions of the United States
Health - Emotions and Feelings
Reading

OBJECTIVE/CRITICAL ATTRIBUTES

Children will become aware and sensitized to native American issues in history and the present

GRADE LEVEL 4 **TIME** 2 - 4 40 minute lessons

MATERIALS - Large assortment of fiction and non-fiction books and magazines with a Native American theme or character

PROCEDURES

Put all books on table and ask children to predict what they will find in each book. (Record responses)

Discuss and define stereotype and generate all current Native American stereotypes

Share some personal experience with stereotypes

Divide into groups to look through books and magazines to add to knowledge of the North American experience. See how many of the books contain stereotypes. Generate a list of questions for North American speaker. (Mark Welsh from the Center of Native American Indians)

Visit with speaker - Groups meet again to share the new information/knowledge

Meet as a whole class to share the new information and problems with stereotypes

Discuss perspective of Native Americans regarding past and present issues. (Ameriflora, Columbus Day)

Discuss respect and appreciation of different cultural groups

THE EVACUATION OF JAPANESE-AMERICANS (NISEI) IN 1942, AN INTRODUCTION

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Global Issues: -Human Rights	Open-Mindedness Perspective	Cause and Effect

RELATED CURRICULUM AREA(S)

Social Studies
Literature
Philosophy

OBJECTIVE/CRITICAL ATTRIBUTES

To examine behaviors and beliefs resulting from prejudice

GRADE LEVEL 5 **TIME** 6 to 8 hours - 3 weeks

MATERIALS

Farewell to Manzanar (Novel)
Life magazine article, March 1942
"Topaz" (video)
"Emerald" (a tale)

PURPOSES:

This introduction to the Japanese-American internment experience is designed to pique the students' curiosity and will provide discrepant events that will results in formal and informal discussions about discrimination.

PROCEDURES:

Read "Emerald," a tale about Bexley families having then possessions and rights taken away. Lead immediately into viewing the video "Topaz." Stop the tape when necessary to provide historical information and to define terms. Allow ample time to discuss the video.

Use copies of March, 1942, Life magazine article and pictures to reinforce previous discussions and to initiate new discussions. (Focus on aspects of critical thinking.)

Intro Farewell to Manzanar, a personal view of a Neisei girl in an internment camp. This will be read as a novel during a 3-week period with intermittent discussions.

Discuss open-mindedness and looking at issues from the perspective of different cultural groups.

TERM LIMITS

(EXPERIENCING CAUSES AND EFFECTS OF GENDER-SEXUAL ORIENTATION - CLASSES-RACIAL-PHYSICAL ETHNIC SLURS)

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Historical Antecedents	Awareness	Information Gathering Cause/effect Making connections

RELATED CURRICULUM AREA(S)

Language
American History
Health
Social Studies
Historical Literature
Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

Through experiencing slurs and researching origins (through autobiographical material and historical literature), the student will relate similarities and connectedness of slurs and relate examples of the negative power held by such terms

GRADE LEVEL 4-5 **TIME** As applicable to your time constraints

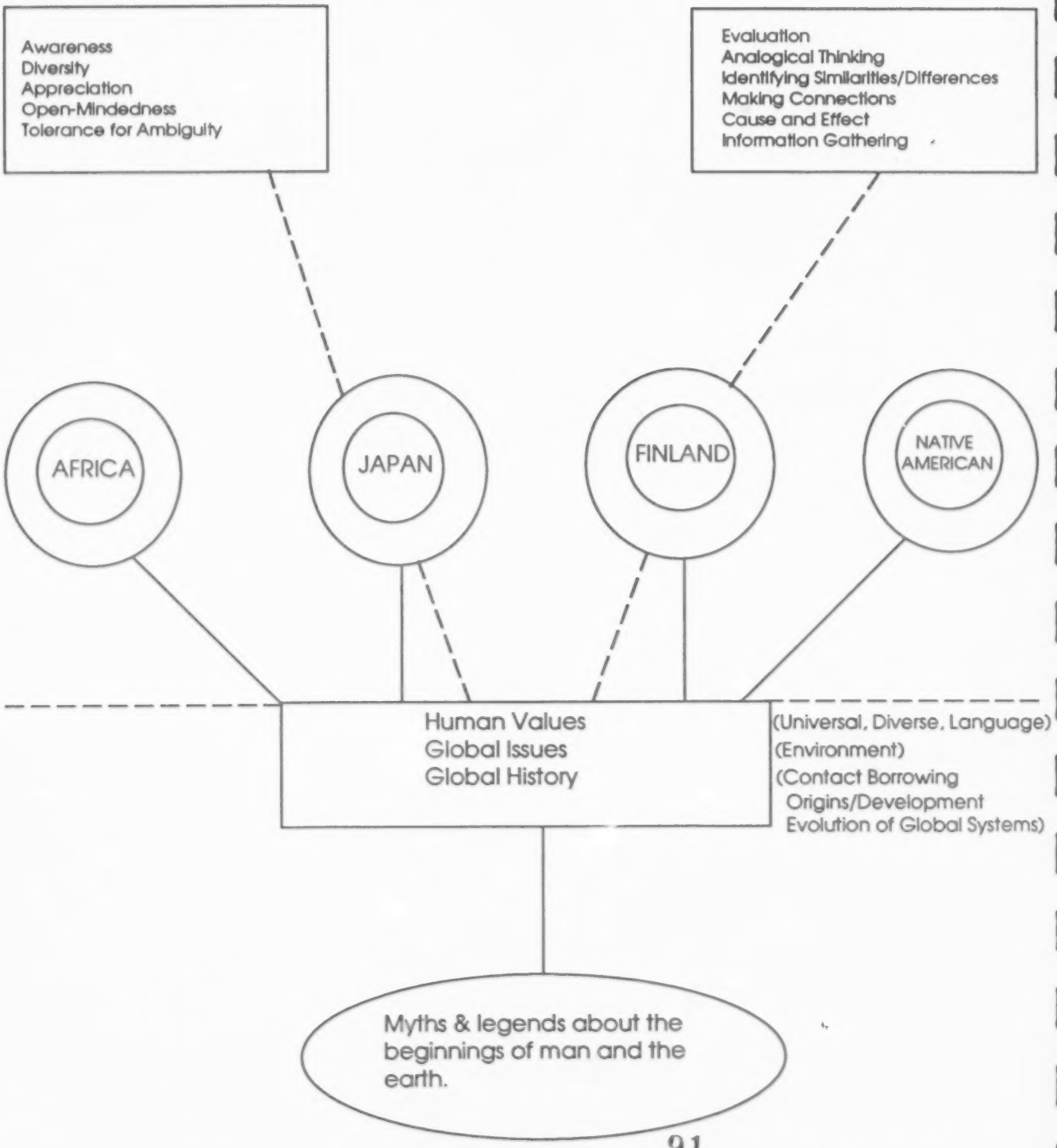
MATERIALS

Posters - slides - films - video - writings
Autobiographical information from children - Japanese American
Native American, Appalachian - migrant worker, Maya Angelou - cased bird
Surday dress
ADL Resource ideas?

PROCEDURES

Brainstorm - experiences including slurs - when have you been exposed to . . . . Used this to hurt . . . .
Research origins with group - answers
Why is this term so powerful? What are its origins?
Lead to discussion - some of us will use these terms in spite of their history and because of the power they give us

UNIT PLANNING CHART



MYTHS AND LEGENDS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Attitudes	Analysis
Global Issues	Perspective	Evaluation
Global History	Awareness	Analogical Thinking
	Diversity	Identifying Similarities/ Differences
	Appreciation	Observation
	Open-Mindedness	Classifying
	Tolerance for Ambiguity	Information Gathering
		Cause and Effect
		Synthesizing

RELATED CURRICULUM AREA(S)

Geography
Writing

OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain an awareness of beliefs of other cultures concerning the origins of the earth and man.

GRADE LEVEL 3-6 **TIME** 60 Minutes/Day 1

*Need for first day

The Beginning, Maria Leach
Beginnings, Sophia Fahs
*In the Beginning, Virginia Hamilton
Sewn books for writing
Other Books on Myths and Legends
Art supplies to illustrate books
*Pencils for writing
*Scrap paper for prewriting
*World Map

PROCEDURES

Begin with discussion about how different cultures have different beliefs about the beginnings of the earth and man. Discuss why cultures would have these different beliefs. Discuss stories they may have heard. (Identify attitudes of awareness).

Tell the children that for the next five days we will be examining legends about the beginnings of man and the earth from four very different cultures; Africa, Japan, Finland, and Native Americans (Identify attitudes of diversity and open-mindedness.)

Identify and label the regions to be discussed on a world map

Tell the students the first culture you will be looking at is the African culture

Find Africa on map and tell children this legend takes place in West Africa. (Locate) Discuss things they may know about this area. What are the people like?: (Identify the attitude of appreciation.)

Discuss geography of area and what people may do to survive.

Read legend "Spider Ananse Finds Something," Page 53 In The Beginning, by Virginia Hamilton.

Write names on the board of characters to help organize.

Discuss story and how it may have come about. Why would animals be in story? Why the spider? Are animals unique to that area of the world? (Information Gathering; Analysis; Evaluations)

Does it sound like any stories you've heard before?

Review rules for brainstorming:

1. Criticism is ruled out
2. Free-wheeling is welcomed
3. Hitch-hike or piggyback ideas
4. Quantity is wanted

Spend rest of time brainstorming ideas they may have for the beginning of the earth individually or in small groups. Record ideas for use on Day 2.

MYTHS AND LEGENDS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness	Analysis
Global Issues	Diversity	Evaluation
Global History	Appreciation	Synthesis
	Open-Mindedness	Analogical Thinking
	Tolerance for Ambiguity	Identifying Similarities/ Differences
		Observation
		Classifying
		Information Gathering
		Cause and Effect
		Synthesizing

RELATED CURRICULUM AREA(S)

Geography Writing

OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain an knowledge of legends from other parts of the world by comparing and contrasting.

GRADE LEVEL 3-6 **TIME** 60 Minutes/Day 2

MATERIALS

In The Beginning, Virginia Hamilton
Beginnings, Maria Leach
Sewn books
World map
Art supplies
Pencils

PROCEDURES

Review and discuss legend from Day 1, relocate on world map, tie up any loose ends about story discussion

Tell students that today we will be looking at a legend that is from Finland (locate on map)

Discuss how geographically these countries are alike and different

Discuss because of geographic difference the people may have different life styles and beliefs (analysis, making connections)

Read "Barley Grow" from The Beginning, by Maria Leach, page 239, to the class.

Make a chart on board on similarities and differences for stories from Day 1 and 2.

Have them work in partners and come up with ways stories are alike and different then share ideas by putting on the board

Discuss as group similarities and differences (identify attitudes of diversity and appreciations)

Have children begin prewriting on legend of their own about the origins of the earth and man during time remaining. Conference about their ideas as time allows. (Synthesis)

MYTHS AND LEGENDS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness	Analysis
Global Issues	Diversity	Evaluation
Global History	Appreciation	Synthesis
	Open-Mindedness	Analogical Thinking
	Tolerance for Ambiguity	Identifying Similarities/ Differences
		Classifying
		Cause and Effect

RELATED CURRICULUM AREA(S)

Geography
Writing

OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain knowledge about the Japanese people and continue writing original legends in class.

GRADE LEVEL 3-6 TIME 60 Minutes/Day 3

MATERIALS

Beginnings, Sophia Fahs
Recollection of stories from previous days
Paper, pencil

PROCEDURES

Review similarities, differences chart from Day 2

Locate Japan on map and talk about what people might do there. How is sea important? Why is nature important to Japanese people?

Read "From the Floating Bridge of Heaven" from book Beginnings by Sophia Fahs to the class

Add information to similarities/differences chart (Analysis, Making connections)

Spend rest of class time writing their own legends (Synthesis)

BEXLEY INTERNATIONAL PERSPECTIVE MODEL

MYTHS AND LEGENDS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness	Analysis
Global Issues	Diversity	Evaluation
Global History	Appreciation	Synthesis
	Open-Mindedness	Analogical Thinking
	Tolerance for Ambiguity	Identifying Similarities/ Differences
		Classifying
		Observation

RELATED CURRICULUM AREA(S)

Geography
Writing

OBJECTIVE/CRITICAL ATTRIBUTES

Students will gain awareness of beliefs from other cultures and how all cultures have beliefs in origins according to their environments. Students will continue writing their own legends.

GRADE LEVEL 3-6 **TIME** 60 Minutes/Day 4

MATERIALS

Beginnings, Sophia Fahs
Sewn Books
Pencils
Markers, crayons
World Map

PROCEDURES

Do a quick review of Day 1-3

Tell class today we will be looking at a legend closer to home, a legend about Native Americans

Talk about how there were different groups living all over the United States, but today we'll be talking about the Iroquois (identify attitudes diversity, awareness, appreciation)

Read "The First Animals and Twin Gods" from Beginnings, by Sophia Fahs

Now focus on what things all of the stories have in common (Similarities, making connections)

Discuss ways in which all people world-wide are alike (Identify, attitudes of appreciation and respect.)

Spend rest of class time working on the legends they are writing (Synthesis)

Tell them Day 5 will be for finishing up and sharing their legends.

MYTHS AND LEGENDS

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness	Evaluation
Global Issues	Diversity	Analogical Thinking
Global History	Appreciation	Similarities/ Differences
	Open-Mindedness	Observation
	Tolerance for Ambiguity	Cause/Effect
		Information Gathering

RELATED CURRICULUM AREA(S)

Writing

OBJECTIVE/CRITICAL ATTRIBUTES

To demonstrate awareness and appreciation of beliefs other cultures have through an original myth that incorporates knowledge they gained in previous four days.

GRADE LEVEL 3-6 **TIME** 60 Minutes/Day 5

MATERIALS

All books from Day 1 plus other myths and legends you can gather for children to look at.

Sewn books
Markers
Crayons
Art Materials

PROCEDURES

This period will be for completing their own myths and legends in their sewn books (Synthesis)

Discuss ideas and what they learned from other cultures (Analysis, Evaluation)

Share legends and discuss as a group (Identify attitude perspective)

BIBLIOGRAPHY

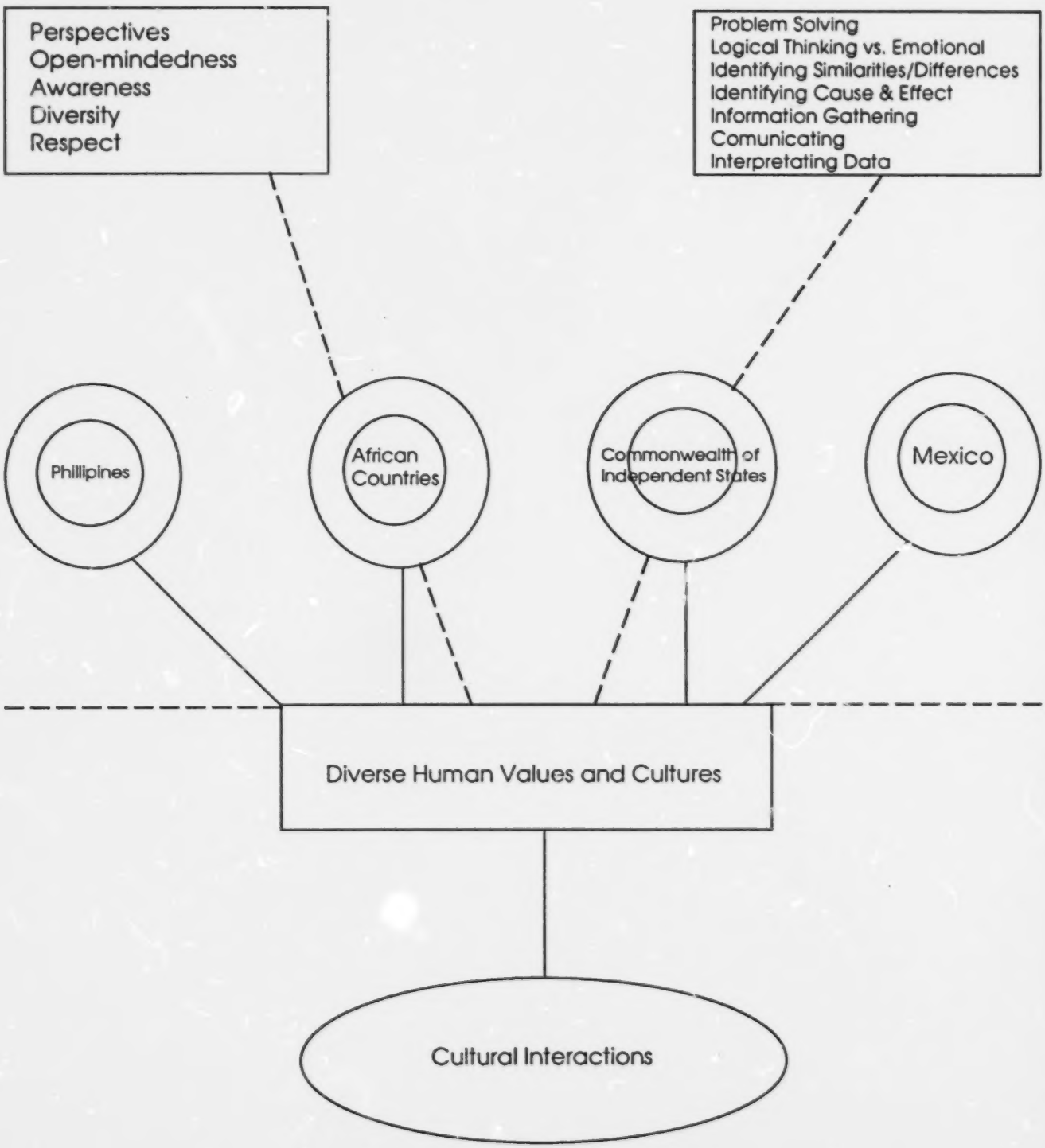
Bunstein, Margery, The First Morning: An African Myth.

Fahs, Sophia, Beginnings, Beacon Press, Boston, 1965.

Hamilton, Virginia, In The Beginning, Harcourt Brace Jovanovich, New York, 1988.

Leach, Maria, The Beginning: Creation Myths Around The World, Funk and Wagnalls, New York, 1956.

UNIT PLANNING CHART



CULTURAL INTERACTIONS - APPEARANCES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Cultures: Diverse	Perspectives	Information Gathering Classifying Identifying Similarities /Differences Communicating

RELATED CURRICULUM AREA(S)

OBJECTIVE/CRITICAL ATTRIBUTES

The students will be able to identify the attitudes different cultures have towards appearances

GRADE LEVEL 6 TIME 30 minutes

MATERIALS

Articles of clothing
Pictures
Vocabulary words

PROCEDURES

Show pictures of modern day children from different cultures (Philippines, Nigeria, Ukraine, Mexico)

Ask students questions about their first impressions, etc.

Point to and list different articles of clothing and adjectives describing them

Then share who the children are and their background

Discuss appreciation for diversities

BEXLEY INTERNATIONAL PERSPECTIVE MODEL

DIVERSITIES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/ Cultures: Diverse	Perspectives Awareness Diversity Respect	Logical Thinking vs. Emotional Thinking Information Gathering Interpreting Data Communicating

RELATED CURRICULUM AREA(S)

Health Social Studies

OBJECTIVE/CRITICAL ATTRIBUTES

To write a short story incorporating elements of diverse cultures and conflicts people of those cultures might encounter in this country

GRADE LEVEL 6 **TIME** 1 week 45 to 50 min. periods

MATERIALS

Research material, Grid from previous class, Conflict brainstorming sheet

PROCEDURES

Research element of different cultures - Philippines, Nigeria, Ukraine, and Mexico

Discuss conflicts people from these cultures may experience in United States culture

Review culture grid from previous class

Discuss element needed in their short stay - characters, setting, culture, conflict and resolution of conflict

The children will write a short story about characters from a culture other than the typical U. S. culture. We chose four cultures that are representative of students in our ESL program. These characters must experience an appropriate conflict (one that they realistically could experience in Bexley - i.e., usual clothing, unfamiliar family traditions, misunderstood terminology or expressions, unfamiliar ways of handling personal confrontation, example, shame based vs. guilt based). Then based on the cultural attributes they need to write a resolution to the conflict.

Discuss diversities of other cultures

Discuss awareness and appreciation of other cultures

FOUR DIFFERENT CULTURES

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Cultures: Diverse	Awareness	Information Gathering Communicating

RELATED CURRICULUM AREA(S)

Skills for adolescence (6th Grade Health)

OBJECTIVE/CRITICAL ATTRIBUTES

To have students become aware of components of the culture is from the Philippines, Nigeria, The Ukraine and Mexico

GRADE LEVEL 6 **TIME** 1 week 45 to 50 min. periods

MATERIALS

4 cards - one culture named on each: Philippines, Nigeria, Ukraine, Mexico
Grids - 4 per child - each on 11x14

PROCEDURES

Divide class into four groups, each group selects a card

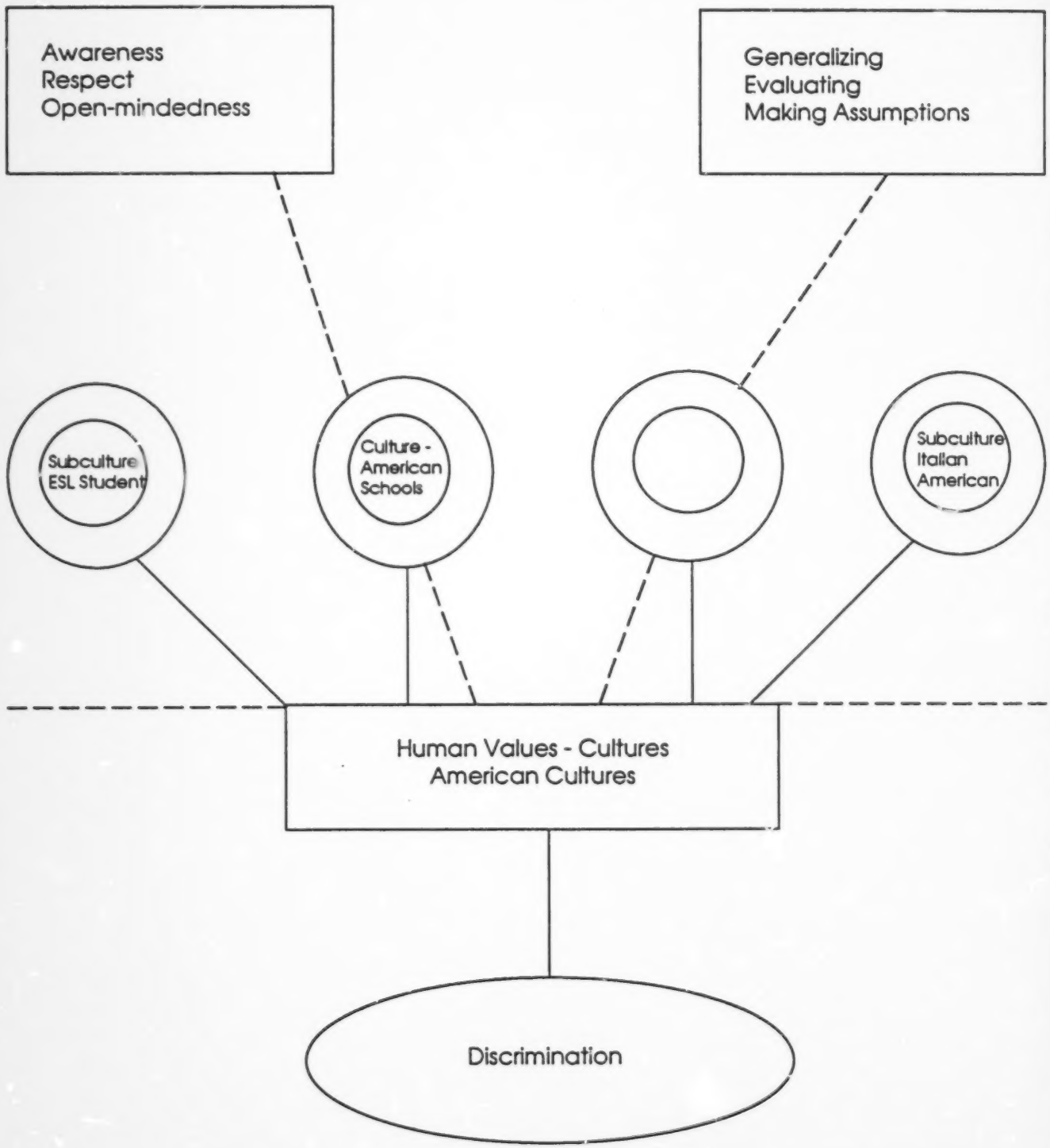
Explain to class that they will be going to the library to gather information about their culture

On presentation day each group presents information on its culture by speaking and showing "something" that represents what they are explaining.

Everyone fills in a grid about each culture as presentations are given

On last day, discuss grids and add to or delete from

UNIT PLANNING CHART



ADVERTISING

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Awareness Respect Open-Mindedness	Generalizing Evaluation Making Assumptions

RELATED CURRICULUM AREA(S)

Advisory

OBJECTIVE/CRITICAL ATTRIBUTES

To develop awareness of discrimination and size.
To develop respect for different subcultures
To develop open-mindedness in recognizing/accepting differences

GRADE LEVEL 1-8 **TIME** 40 minutes

MATERIALS

Copy of ad, page 79 Unit III A World of Difference, teacher/student study guide

PROCEDURES

Show ad on overhead projector

Give background as needed

Ask how you would feel if you were Italian

Are all gangsters Italian-American?

Is this a stereotype?

Is this lacking in respect? In what ways?

What are other examples of ways the media have stereotyped ethnic and racial groups?

NEW IMMIGRANTS TO AMERICA AND THE PROBLEMS THEY FACE IN SCHOOL

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/ Culture	Awareness Respect Open-Mindedness	Logical vs. Emotional Thinking Making Assumptions Generalizing Evaluation

RELATED CURRICULUM AREA(S)

Advisory

OBJECTIVE/CRITICAL ATTRIBUTES

To develop awareness of discrimination and size
To develop respect for different subcultures
To develop open-mindedness in recognizing/accepting differences

GRADE LEVEL 7-8 **TIME** 40 minutes

MATERIALS

Chart paper
Markers
A World of Difference, teacher/student study guide

PROCEDURES

Develop chart on following:
- Where have you lived?
- Where were your ancestors from?
- What religion?

Discuss reactions to those who appear to be different/from a different country, etc.

Discussion questions (page 89) Unit III of A World of Difference, Teacher/Student study Guide

Read and discuss reading regarding ESL students included in Lesson 15 Unit III (Page 89-94). Include a discussion on prejudice and how it effects its victims, respect and appreciation for other cultures.

PREJUDICE IN THE THIRD GRADE

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/ Cultures	Awareness Respect Open-Mindedness	Generalizing Evaluating Making Assumptions

RELATED CURRICULUM AREA(S)

Advisory

OBJECTIVE/CRITICAL ATTRIBUTES

To develop awareness of discrimination
To develop respect for different subcultures
To develop open-mindedness in recognizing/accepting differences

GRADE LEVEL 7-8 **TIME** 40 minutes

MATERIALS

Students bring in labels, empty boxes
Generalization checklist
Article: "Prejudice in the Third Grade" from A World of Difference,
Teacher/student study guide
Discussion questions

PROCEDURES

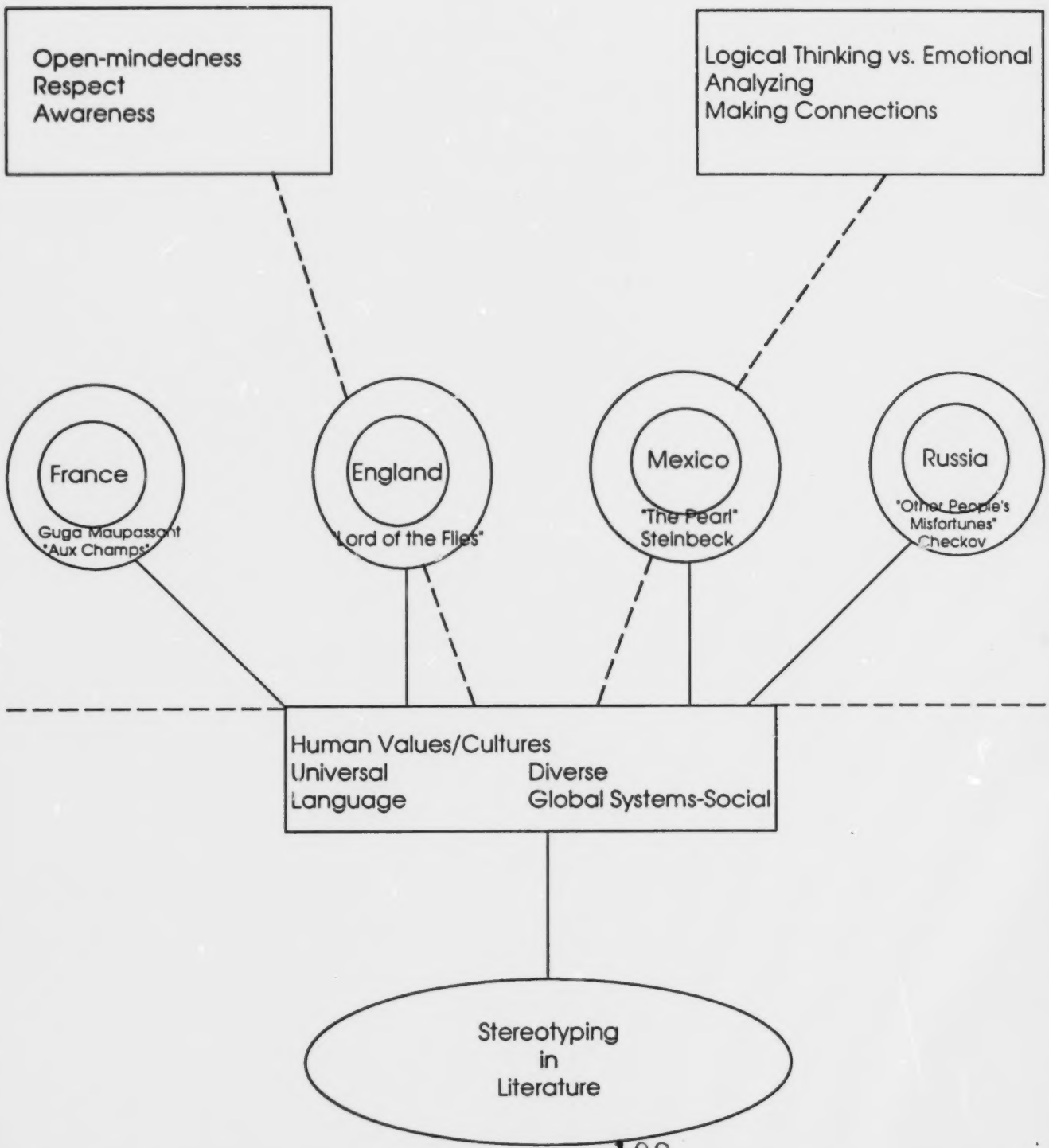
Display empty boxes/labels and discuss why we have them - develop a working definition of labels - discuss value of generalizations

Complete generalization checklist - discuss which were easier to answer, questions about people or objects. Ask students to rephrase generalizations in the chart.

Read "Prejudice in the Third Grade" page 69 AWOD

Discussion questions (page 67) including a discussion of awareness of prejudice, respect and open-mindedness regarding other cultural groups

UNIT PLANNING CHART



STEREOTYPING IN "AUX CHAMPS" BY GUY DE MANPASSANT

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values/Cultures -Universal -Language	Open-Mindedness Respect Awareness	Logical Thinking vs. Emotional Analyzing Making Connections

RELATED CURRICULUM AREA(S)

- story read in College Comp
- story read in French IV
- story read in Humanities

OBJECTIVE/CRITICAL ATTRIBUTES

-Recognize stereotyping based on social class
-Experience an example of late 19th Century French literature

GRADE LEVEL French IV - High School Grades 11 or 12 **TIME** 1 -2 weeks

MATERIALS

Book Dauze Contes de Manpassant
Notebook

PROCEDURES

Locate Normandy, France

Talk about life in Normandy, France, late 19th Century

Assign story to be read - answer questions - to understand plot

Discuss plot, characters, setting; familiarize students with new vocabulary (could be presented earlier)

Look for and recognize stereotypes (by class) - (rich vs. poor) in the story

Discuss relevancy of the stereotyping today in our culture

Experience the different French dialects used by Manpassant to show rural, low class vs. upper class speech - Try it in class!

STEREOTYPING IN "LORD OF THE FLIES"

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values -Diverse Global Systems -Social	Open-Mindedness Respect Awareness	Logical Thinking vs. Emotional Analyzing Making Connections

RELATED CURRICULUM AREA(S)

- story read in French IV
- story read in Humanities
- story read in English 9

OBJECTIVE/CRITICAL ATTRIBUTES

-Broaden critical thinking skills focusing in stereotypes
-Recognize stereotypes based on social class

GRADE LEVEL 10 **TIME** one day

MATERIALS

Short stories - novel
Chalkboard and chalk
Current magazine ads

PROCEDURES

Students have read literature

Discuss and characterize major characters

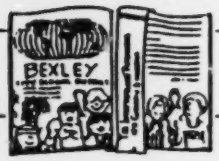
From list of characters, focus on Piggy's traits and others' responses to them

Identify words that have negative connations

Relate information about Piggy to society and compare to other characters

Ad saying glasses make you look intelligent (Piggy) - stereotype of short, fat kid with glasses as smart nerd)

Respond to him. Analyze which words reflect stereotyping and how and why. Then discuss modern-day examples and display glasses ad.



BEXLEY INTERNATIONAL PERSPECTIVE MODEL

STEREOTYPING IN "OTHER PEOPLE'S MISFORTUNE" BY ANTON CHEKOV

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values -Diverse Cultural -Diverse Social Systems	Open-Mindedness Respect Awareness	Logical Thinking vs. Emotional Analyzing Making Connections

RELATED CURRICULUM AREA(S)

- story read in College Comp
- story read in English 9
- story read in French IV

OBJECTIVE/CRITICAL ATTRIBUTES

-Recognizing stereotyping based on social class

GRADE LEVEL 12 **TIME** one period

MATERIALS

Short story "Other People's Misfortune"

PROCEDURES

Assign story to students to be read for homework

Discuss story in class to clarify plot, character, and setting

Question reaction of young wife to expose her inability to understand why the poor Russian family was losing their home

Discuss stereotypes based on social class

Make connections with everyday examples of stereotyping based on social class

BEXLEY INTERNATIONAL PERSPECTIVE MODEL

STEREOTYPING IN LITERATURE "THE PEARL"

INSTRUCTIONAL COMPONENT

Knowledge	Attitudes	Skills
Human Values	Open-Mindedness	Logical Thinking vs. Emotional
Global Issues -Social	Respect	Making Connections

RELATED CURRICULUM AREA(S)

- story read in College Comp
- story read in Humanities
- story read in French IV

OBJECTIVE/CRITICAL ATTRIBUTES

-Recognize stereotypes based on social class

GRADE LEVEL 9 **TIME** _____

MATERIALS

"The Pearl"

PROCEDURES

Assign story

Teach short story - extend story with plot and other elements of literature

Examine characters/attitudes/stereotypes
- -racial
- -economical
- -educational

Discuss awareness of differences and open-mindedness to other cultural groups

Distinguish between examples of logical and emotional thinking regarding stereotypes

Make connections with personal stereotypes and examples in daily life